

# Educator Preparation Programs

**Teacher Induction Program  
Professional Clear Teaching Credential  
Program Candidate Handbook**

**EDUCATION PREPARATION FOR EQUITY,  
INCLUSION & SOCIAL JUSTICE  
IN EDUCATION**

**[eppscholar.sccoe.org](http://eppscholar.sccoe.org)**

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*County Superintendent of Schools*

## Contents

Welcome Message.....	4
Educator Preparation Programs Contacts.....	5
<b>Santa Clara County Office of Education Mission and Goals.....</b>	<b>6</b>
<b>Educator Preparation Programs.....</b>	<b>7</b>
<b>Teacher Induction Program.....</b>	<b>9</b>
Education Preparation for Equity, Inclusion and Social Justice.....	9
Teacher Induction Application Requirements.....	10
Individualized Learning Plan.....	10
The Role of the Coach.....	10
Process for Requesting a Different Coach.....	11
Assessment and Program Completion.....	11
Clinical Practice Assessment and Portfolio.....	12
Assessment of Candidate Teaching Performance.....	12
Unsatisfactory Teaching Performance.....	12
Incomplete Policy/Procedure.....	13
Written Appeal Process.....	13
Partnership with University of the Pacific.....	13
Program Service Assessment.....	13
Early Completion Option.....	14
ECO Eligibility.....	14
Procedure for Early Completion Option Completion.....	14
ECO Completion Documentation.....	14
<b>EPP Policies and Procedures.....</b>	<b>16</b>
Student Enrollment System.....	16
Learning Management System.....	16
Tuition and Tuition Policies.....	16
Payment Plan.....	17
Title IV Federal Student Aid Disclosure.....	17
Written Assignments.....	17
Attendance.....	17
Absence Due to Religious Holiday.....	17
Intervention Action Plans.....	18
Dismissal Policy.....	18
Adverse Credential Actions.....	18
Acts of Dishonesty.....	18
Plagiarism.....	18
Ethical Principles Professional Responsibilities – Code of Conduct.....	19

Grievance and Appeals Process.....	20
Leave of Absence.....	20
ADA Accommodations.....	20
Notification of Changes.....	20
Office Hours.....	20
Teach-Out Process.....	20
<b>APPENDICES.....</b>	<b>22</b>
California Standards for the Teaching Profession.....	22
Candidate Agreement.....	23
CSTP Self-Assessment.....	24
EPIC Candidate Analysis of Teaching Assignment.....	27
EPIC Induction Transition Plan.....	29
Individual Learning Plan.....	31
Individual Learning Plan: Sample.....	45
EPIC Teacher Induction Single Point Rubric.....	49
Induction Coaching Pacing Guide Sample.....	52
EPIC Coach Meeting Log.....	56
Collaborative Conversation Log: Reflecting/Planning.....	57
Collaborative Conversation Log.....	59
EPIC Induction Transition Plan.....	60
EPIC Induction Candidate Evaluation Checklist.....	62
End of Year Summary Reflection.....	63
SMART Goal Worksheet.....	64
Student Observation Feedback Form.....	71
Request for Leave of Absence Form.....	72
Leave of Absence Reinstatement Request Form.....	73
Program Withdrawal Form.....	74
ADA Accommodation Request Form.....	75
Universal Design for Learning Guidelines.....	76
UDL Co-Teaching Lesson Planning Template.....	77
UDL Progression Rubric.....	81
Teach-Out Process: SCCOE’s Educator Preparation Programs.....	89

## Welcome Message

The Santa Clara County Office of Education (SCCOE) Educator Preparation Programs (EPP) faculty and staff are looking forward to working with you as you fulfill your professional and educational goals. We are also very excited to offer programs that reflect inclusive practices for all children and build your capacity to actively perform your duties using the principles and the core values of Equity, Inclusion and Social Justice.

The Special Education (Education Specialist Instruction) Credentials program, also known as the Education Preparation for Inclusive Classrooms (EPIC) program, began in 2015 and offers the Preliminary Early Childhood Special Education, Extensive Support Needs and Mild to Moderate Support Needs credentials.

The School Administration Credentials Program, Leaders in Education Administration Program (LEAP), offers coursework leading to the Administrative Services Credential for both preliminary and clear credentials. Our school administration program at SCCOE has been in existence for over a decade.

Educator Preparation Programs also offers Induction to obtain a Clear Credential for Administrators, Special Education and General Education Teachers.

We are committed to your success and to providing you with a quality educational experience that will build not only your technical skills as a teacher and leader but will also emphasize the relational skills necessary to impact school change and outcomes for our students.

Congratulations on starting your journey with us! We are privileged to work with you and know the knowledge of equity and inclusive practices you gain from our program will make a difference in the lives of your future students and their families.

Sincerely,



Adora Fisher  
Executive Director  
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## Santa Clara County Office of Education Mission and Goals

### SCCOE Mission Statement

The Santa Clara County Office of Education is committed to serving, inspiring, and promoting student and public school success.

### SCCOE Goals

1. Improve access to inclusive, equitable, high-quality education
2. Provide quality support to districts, schools, students, and communities
3. Be a premier service organization

### SCCOE Board Policies

All program participants must adhere to Santa Clara County Office of Education Board Policies:

<https://go.boarddocs.com/ca/sccoe/Board.nsf/Public#tab-policies>

- Code of Conduct
- Emergency Procedures
- Equal Opportunity Employment
- Violence and Threats in the Workplace
- General Harassment Including Sexual Harassment
- Drug-Free Workplace Awareness Policy
- Tobacco Free Environment Policy
- Uniform Complaint Procedure
- Controversial Issues
- Use of Copyrighted Material

## Educator Preparation Programs

### Vision

The vision of the Santa Clara County Office of Education Educator Preparation Programs is to build courageous teachers and leaders that utilize effective educational practices. These practices are founded on the research-based [California Standards for the Teaching Profession](#) (2009) (CSTPs/teachers) and the [California Professional Standards for Educational Leaders](#) (2014) (CPSELs/administrators) and will facilitate the development of life-long learners who will possess 21st-century learning skills. The Educator Preparation Programs endeavor to develop equity-based educators (Schmeichel, 2011; Valunzuela, 2017) and [administrators](#) who are competent, innovative, and who will have the skills and desire to provide inclusive and equitable educational opportunities for the students of California.

### Educator Preparation Programs Accreditation

Special Education (Education Specialist Instruction) Intern Credentials, the Clear Teacher Induction, and the Preliminary and Clear Administration Services Programs are accredited by the California Commission on Teacher Credentialing (CTC). We were reviewed by CTC in the spring of 2016 and received accreditation to 2023.

### Educator Preparation Programs Advisory Board

An Advisory Board made up of faculty members, community members, program graduates, and staff meets quarterly to receive updates on our SCCOE Educator Preparation Programs and provide input to staff in implementation. The Advisory Board also reviews course and program surveys to provide guidance and monitoring in meeting CTC requirements. If you are interested in serving on the Advisory Board, please contact the director.

### Means for Stakeholder Input

Stakeholders have input through various opportunities:

- **Advisory Board-** Advisory Board Meetings, direct contact with program leadership through one-on-one meetings and email.
- **Faculty-** Faculty meetings, faculty surveys, one-on-one meetings with leadership, and email.
- **Coaches and Fieldwork Supervisors-** Faculty meetings, coaches forums, fieldwork supervisor meetings, surveys, one-on-one meetings, and email.
- **Staff-** Staff meetings, staff one-on-one meetings with leadership, email.
- **Students-** Orientations, advisory meetings, during class sessions, fieldwork supervisor, one-on-one meetings, one-on-one coaches' meetings, surveys, one-on-one meetings with leadership, and email.
- **Completers-** Survey, reaching out to student advisor, email.

### Evaluation of Program

Ongoing program evaluation is an integral part of the Educator Preparation Programs. Surveys are administered to students and participating districts to collect data on program quality and effectiveness. The evaluation forms and surveys are reviewed by the program leadership and the Educator Preparation Programs Advisory Board to provide information for continuous improvement to the program. Additionally, the ePortfolio, and fieldwork, will be reviewed, using formal and informal assessments. From the feedback, surveys, and evaluation forms, adjustments and updates to materials will be made accordingly.

**Non-Discrimination**

In accordance with applicable Federal and State law and SCCOE board policy, in regard to admission, retention, graduation and all other processes, Educator Preparation Programs does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.

**Diversity**

Valuing diversity is about respecting one another’s differences. All members of the academic community of candidates, staff, administrators, and faculty will be respected for the experiences and expertise they bring to our institution. Everyone has the right to an educational environment free of fear for his or her personal safety and no person shall be denied access to, or participation in any program or activity operated by SCCOE.

## Teacher Induction Program

### Education Preparation for Equity, Inclusion and Social Justice

The Teacher Induction Program with Educator Preparations Program (EPP), is grounded in three dimensions: 1) Scholarship which consists of collection, analysis and utilization of data to improve performance; 2) Theory which incorporates the foundational principals of leadership such as organizational culture, communities of professional learning, systems thinking and adult learning theory; and 3) Practice which is the application, in the field, of the learned knowledge and skills.

The SCCOE EPP Teacher Induction Program serves all preliminary multiple subject, single subject, and education specialist teachers in completing their professional clear teaching credential.

It is a two-year, individualized, job-embedded system of coaching, just-in-time support, and professional learning that begins in the teacher's first year of teaching. The teacher induction program builds upon the skills learned in the preliminary credential program and documented on the Individualized Learning Plan. The coach works with the candidate to develop and grow as a professional teacher and meet the California Standards for the Teaching Profession. Candidates will demonstrate the ability to:

- Engage and Support ALL Students in Learning
- Create and Maintain Effective Environments for ALL Student Learning
- Understand and Organize Subject Matter for ALL student learning
- Plan Instruction and Design Learning Experiences for ALL Students
- Assess ALL Student Learning
- Develop as a Professional Educator

Candidates are matched to coaches in the first 30 days of the program start according to credentials held, grade level and/or subject area, aligned with the candidate's employment.

The Teacher Induction Program is designed using adult learning theory, social justice, equity, and cognitive coaching. Candidates develop an Individualized Learning Plan with their coaches in the first 60 days to complete six cycles of inquiry and move through the phases of Plan, Teach, Reflect, and Apply. Over the course of one year, candidates work with their coaches for 40 hours. The Action Inquiry Cycles are practical and intended to address a specific problem in a classroom, school, or community. They are focused on the 'how to' approach to solving a problem. Within each cycle is:

- Inquiry into teaching and learning
- Data collection: Assessment of teaching and learning
- Data collection: What is my context?

Candidates use the GoReact platform to submit and annotate video observations. Candidates also meet twice throughout the year to meet in job-alike networking collaboratives to build their collective capacity. These seminars are targeted toward new teachers and offer instructional pedagogies aligned with the CSTP that they can immediately utilize in their classrooms. Each meeting begins with a guest speaker who addresses one of these instructional pedagogies and provides specific starting points the teachers can use as springboards for implementation. The seminars are then followed by a networking meeting led by a coach with homogenous groups of teachers. The networking meetings offer teachers a

chance to connect with other teachers and provide a platform for exchanging ideas for implementation, resources, and opportunities for growth.

The coaches and the teacher candidates hold triad meetings with the coach, teacher, and the immediate supervisor of the teacher. These triad meetings are held twice a year: once at the beginning of the school year, and once at the end of the school year. The primary purpose of the beginning of the year triad meeting is to ensure the site supervisor is aware of the ILP goals the teacher has set for the year, and can provide resources and support so the candidate can meet those goals. The end of the year triad meeting serves as a reflection of the support needed and received by the teacher for the year.

### **Teacher Induction Application Requirements**

#### **PHASE 1: Admissions Requirements**

Submission of application materials by eligible participants are to include:

- Application (online)
- Verification of Eligibility
  - o Preliminary Education Specialist or General Education credential
  - o Verification of Employment as a full time teacher of record

### **Individualized Learning Plan**

The [Individualized Learning Plan](#) (ILP) is separated into six different documents based on the six CSTPs. Each CSTP document has a goal based on one CSTP, and the goal leads to an Action Inquiry Cycle (AIC). The AIC follows the cycle of Plan, Teach, Assess, and Reflect. The action inquiry cycles for each CSTP lead to a reflection on the goals that are based on the CSTPs for that year. The candidates complete all six cycles in two years. During the assessment part of the ILP, candidates review and analyze student data in order to reflect on the impact of their goal. Additionally, the candidates complete six observations per year, three of which are based on their action inquiry plans. The candidates develop goals based on their IDP from their preliminary credential program, their teaching context, feedback from their administrators (if applicable), CSTPs, and discussion with their coach. The coaching conversations are instrumental in determining the goals for the candidates, as these conversations help the candidates explore their strengths and areas of growth. The *Continuum of Teaching Practices* is used as a guide as it is also used to assess teacher proficiency. The coach and the teachers meet, on average, one hour per week. The ILP is based on the initial conversations between the coach and teacher candidate where they discuss the current teaching assignment in order for the candidate to develop their ILP goals for the year. Candidate's preliminary program documents such as the transition document, supervisor feedback, self assessment etc are considered when developing the ILP goals for the year. Since each CSTP goal is tied to a weeklong action inquiry cycle, the coaching conversations are crucial to developing the ILP goals that are in alignment with the CSTPs. The coach facilitates the candidate's writing of the goals and provides feedback on the inquiry and its alignment with the goals. The coach also offers a trusting relationship, provides critical support, and offers "just-in-time coaching" that the teacher may need as they continue to grow and develop.

The ILP is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

### **The Role of the Coach**

EPP's induction coaches are selected from a coaching pool that is created through the hiring process established by the SCCOE Human Resources Department. Coaching candidates apply through EdJoin, and

those who qualify based on their credentials, experience, and recommendations are interviewed. All coaches meet the following qualifications:

- Knowledge of the context and the content area of the candidate's teaching assignment.
- Demonstrated commitment to professional learning and collaboration.
- Possession of a Clear teaching Credential.
- Ability, willingness, and flexibility to meet candidate needs for support.
- Minimum of 3 years of effective teaching experience.

Once they are selected to work as induction coaches, they are informed of the decision.

Coaches are expected to:

- Provide 'just-in-time' support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills.
- Facilitate candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction.
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically review the ILP with candidates and make adjustments as needed.

All the induction coaches go through a coaches' orientation at the beginning of the year, and then they have ongoing coaching advisories throughout the year. All the coaches go through the training modules that the induction coaching consultant has developed based on the foundations of *Cognitive Coaching* (Thinking Collaborative), *Mentoring Matters*, and *Learning-Focused Supervision*. Coaches use the pacing guide to help the Induction Teachers manage their time over the course of the 2 year program. Coaches document their meetings with the candidates using the [coaching hours log](#) and the [collaborative conversation log](#). The induction coaching consultant also works with the coaches one-on-one to provide the support they need throughout the year that covers best practices in coaching, goal-setting, use of appropriate coaching instruments, best practices in adult learning, support for individual coaching challenges, reflection on practice, and opportunities to engage with coaching peers in professional learning networks, and program processes that are designed to support candidate growth and effectiveness.

### **Process for Requesting a Different Coach**

Candidates who would like to request a different coach will use the EPP Grievance and Appeals process.

### **Assessment and Program Completion**

All candidates maintain an online portfolio of their induction work. The portfolio includes their ILP, the action inquiry cycles, evidence of practice, observations, lesson plans, and self-assessment based on the continuum of teaching practice. The portfolio also includes reflections on progress toward each CSTP and end-of-program reflection focused on growth in all standards. Each ILP has learner outcomes as a result of "unpacking" CSTPs on which each goal is based. Each CSTP goal must be supported by at least two evidence pieces, and six Action Inquiry Cycles based on six CSTP goals. These portfolios are evaluated by coaches and given a score on a 5-point rubric. The goal is for induction candidates to show progress on each of the CSTPs.

The performance of teacher candidates is guided by and evaluated several times annually through the analysis of the portfolio done in partnership with their coach. The summative evaluation of the portfolio

is evaluated by the coach using a single point rubric. Each candidate must be a 2 or above on each of the CSTPs. Once the evaluation is completed, the candidate recommendations are sent.

Prior to recommending a candidate for a Clear Credential, the EPP verifies that the candidate has satisfactorily completed the following activities and requirements:

Completion of the e-Portfolio with the following items:

- 40 hours of coaching per year
- Attendance at 2 seminars/networking events per year
- ILP with 6 completed Action Inquiry Cycles
- 2 self assessments per year (one at the beginning of each year and one at the end of each year)
- Collaborative conversation logs- 3 per year
- A minimum of 6 observations per year
- 2 Reflections- one at the end of each year

### **Clinical Practice Assessment and Portfolio**

Participants will complete an ePortfolio, which will consist of reflections on progress toward each CSTP and end-of-the-program reflections focused on growth in all standards. The following requirements must be met in order for induction candidates to be recommended for a clear credential. The submission of all the documents must take place on Canvas, the student learning management system. Candidates may not submit documents directly to the program via email, paper documents, or any other online platform. The coaches will have full access to the Canvas platform in order to assess and guide the candidate's teaching performance.

1. Completion of all six Individualized Learning Plan goal documents including the Action Inquiry Cycles
2. Completion of three Reflective/Planning Collaborative Conversation Logs
3. A minimum of six video observations per year
4. Two self-assessments completed each year
5. End of the year reflection- one per year
6. Checklist completion- by the coach

In addition, the candidate will demonstrate their growth as teachers through the use of various tools and provide evidence of their growth. Each CSTP goal must be supported by at least two evidence pieces. The EPP assigned coach supports them through this process, and they use a variety of tools such as the Self-Assessment, Transition Plan, or feedback from their supervisors to develop their ILPs.

### **Assessment of Candidate Teaching Performance**

The performance of teacher candidates will be assessed annually through an analysis of the ePortfolio by the coach. This assessment of the candidate's growth occurs through the duration of the teacher induction program. The coach uses the single point rubric (Appendix\_) to determine candidates' strengths and areas of growth based on the CSTP. Qualified candidates are recommended for a preliminary or a clear credential upon completion of the evaluations.

### **Unsatisfactory Teaching Performance**

Candidates who don't show growth toward their ILP goals may have to repeat part of their required work experience to meet the standards. This may include additional documentation, observations, action inquiry cycles, or even a repeat of the induction year. The coach, using the checklist as well as the other

single point rubric, will continue to guide the candidate throughout the induction program. If the coach and candidate do not agree on the quality of the work and evidence produced by the candidate, the candidate can appeal the coach's decision. The appeals form can be found on the student enrollment system at <https://eppscholar.sccoe.org/>. Once the program has assessed the candidate teaching performance and made a decision, it will be considered the final decision.

### **Incomplete Policy/Procedure**

Candidates who enroll but not complete the program, will not receive a certificate of completion. If a candidate successfully completes one year of the 2 year program, and then withdraws from the program, then the candidate may request a completion letter which will verify successful completion of the first year of induction. Candidates will not receive partial credit for an incomplete year of participation and will be notified by the program of their non-completion status. There is no credit for partial completion, as the induction program is a 2 year program. Each individual year is viewed as independent and a full year must be completed for credit. Candidates may appeal their completion status by using the appeals process:

### **Written Appeal Process**

Candidates may submit a written appeal to the Induction Program Director if they are seeking to repeat portions of the program or requesting additional time to complete assignments due to extenuating circumstances. They should also see the Accommodations Policy/Procedure if accommodations are being requested and are part of the written appeal.

### **Partnership with University of the Pacific**

Upon completion of the program, Induction candidates can purchase units from the University of the Pacific so they earn post-baccalaureate credits for their work in Induction.

### **Program Service Assessment**

The program collects [surveys](#) from induction candidates after each professional development/networking session. [End of the program surveys](#) are sent out to candidates to get their [feedback on their experience](#). This feedback is used to continue to improve the program. [Surveys are sent out to coaches](#) to assess their understanding of the services they are providing, and their needs in terms of support from the program. Their feedback is used to improve the support provided.

The coaching consultant provides individual support and guidance on their coaching practice. There are drop-in advisory sessions every month for coaches so they can get the support they need.

The coaches work with the candidate and communicate with the principals and the district support provider to find the necessary resources for the candidate.

## Early Completion Option

Senate Bill 57 is a legislation that allows a modified program option for experienced and exceptional teachers. This option provides for qualifying candidates to complete the Induction Program at a faster pace than the full two years generally required for completion of the professional teacher induction components. This option is made available to all participants if the following criteria are met:

- Demonstrates knowledge skills, abilities, and competencies required of all teacher candidates who complete the full-length program

### ECO Eligibility

To be eligible for ECO, the participating teacher must hold a Preliminary General Education or Education Specialist Credential. The intent of the law is to serve experienced and exceptional candidates. If, after reviewing the criteria, the participating teacher feels the criteria are met, an application may be submitted to request ECO status.

### Criteria

- Two or more years of verified experience as a teacher of record
- Rigorous exceptional evaluations from site administrator

### ECO Determination Process

Participating teachers are informed of the criteria and process for participating in the Early Completion Option (ECO) during the Induction Program Orientation. Interested candidates submit a packet with the following information to the EPP Office no later than September 30 of the Program year:

1. ECO Application
2. Two letters of recommendation, including one from your current site administrator
3. Exceptional performance evaluations from previous two years
4. Current year formal evaluation by current site administrator including the ECO Formal Evaluation Summary

Once the ECO application packet is submitted the Credentialing Programs Administrative Committee will review the application and make the final decision regarding Early Completion Option eligibility. The Credentialing Programs Administrative Committee is made up of the following roles as available: student advisor, coordinator, Induction Specialist, and/or director of the program as appropriate.

### Procedure for Early Completion Option Completion

Participant signs an ECO application agreeing to the following requirements for program completion:

- Participation in the New Teacher Induction Program for up to 10 school calendar months.
- Attendance at all required meetings during the year.
- Completion of electronic portfolios with evidence of all California Standards for the Teaching Profession. The portfolio may be completed within 10 school calendar months. Evidence from previous years of teaching will be permissible.
- Documentation of participation through the program's training record, coaching logs, electronic portfolio, and a colloquium presentation.

### ECO Completion Documentation

- Agreement signed by the Educator Preparation Programs Director or Assistant Director and the Participating Teacher (PT) indicating that PT is participating in ECO and has agreed to the above

participation requirements for completion. This form also indicates that the PT will be monitored during the year and if the above requirements have not been met, the PT will be required to participate in the second year of the program to successfully complete and be recommended for a Clear Credential.

- The Program maintains information on the number and progress of ECO participants
- The Program Director or Assistant Director signs the ECO Completion Form

ECO Candidates are expected to complete all the requirements and hours of professional development for the two-year program in one year.

## EPP Policies and Procedures

### Student Enrollment System

Modern Campus Destiny One: <https://eppscholar.sccoe.org/>

EPP uses the *Modern Campus Destiny One Enrollment System* online program to maintain your information.

Please

- Make sure you remember your login and password.
- Keep your personal contact information current under Profile Settings. This includes employment, medical and emergency information.
- Use your legal name.
- Include your social security number and birthdate.
- Include your personal, not work, email as your primary email address.
- All documents are labeled and uploaded as a PDF via <https://eppscholar.sccoe.org/>.
- Emailed documents will not be accepted.

### Learning Management System

CANVAS and Course Policies

- Class materials, resources, and assignments for each course, including fieldwork, are housed in CANVAS. This includes fieldwork assignments, course syllabi and assignments, calendars of due dates, a message inbox, and gradebook. Students will submit assigned coursework and fieldwork and correspond with instructors and other course participants within Canvas.
- Each participant will be guided to create a SCCOE Canvas account with a secure password to access the materials and assignments during orientation.
- It is the responsibility of the student to check course requirements, notifications, and assignments in CANVAS.
- Grades from the CANVAS system are transferred to DESTINY

### Tuition and Tuition Policies

Candidates are charged tuition at the rate specified for the year of program entry.

- All tuition payments must be received according to the posted payment schedule.
- Faculty may not accept tuition payments
- Tuition and fees are to be paid through the student enrollment system at [eppscholar.sccoe.org](https://eppscholar.sccoe.org) using a credit or debit card. Checks should be payable to SCCOE and delivered or mailed to our office. Please know that if you choose to pay by check, this may delay processing through the bank. We do not accept cash.
- A mandatory late fee of \$75 will be charged if payment is not received by the due date. Late fees will not be waived.
- If payment has not been made by two weeks after the due date, students will be dropped from the course.
- Tuition Refund Policy
  - Refunds are not available once classes have begun
  - Refunds are not given on deposits.
- Educator Preparation Programs make every effort to keep costs to a minimum. Fees

listed in published schedules or student accounts may need to be increased in order to assure ongoing program improvement, meet changing CTC requirements, and keep in line with comparable program expectations. Therefore, EPP must reserve the right, even after the fees are initially charged or initial payments are made, to increase or modify any listed fees

- Tuition and fees are subject to change until the date when instruction for a particular course has begun. All EPP-listed fees are regarded as estimates that are subject to change.

### **Payment Plan**

Candidates who need an alternate payment plan to the posted tuition plan, can purchase a yearly payment plan through their student portal. The payment plan cost is \$50, and candidates who receive a payment plan will be enrolled in the coursework by the program. It is the candidate's responsibility to ensure that all payments are made on time, and a late fee of \$75 will be added for any payment made after the agreed due date.

### **Title IV Federal Student Aid Disclosure**

Educator Preparation Programs does not provide Form 1098-T to students enrolled in our School Administration, Teacher Induction, or Special Education (Education Specialist Instruction) Credential programs. Form 1098-T is a form provided by an eligible educational institution that reports, among other things, amounts paid for qualified tuition and related expenses. In general, a student must receive a Form 1098-T for each tax year to claim an education credit. Unfortunately, we are not considered an eligible educational institution by the IRS as we do not provide Federal Student Aid through our programs. Additionally, we do not have a Federal School Code, which is assigned by the Department of Education for schools participating in the Title IV federal student aid programs, which we do not participate in.

### **Written Assignments**

As a leader it is important to develop professional communication habits including writing for different audiences. The Teacher Induction Program is a graduate level Program. It is an expectation that written assignments citing research will be written in a scholarly fashion and meet APA style format guidelines. All written assignments must be typed using appropriate spacing, font size and margins. Work must be submitted free of grammatical errors, spelling polished and publish-ready.

### **Attendance**

Regular attendance is required and expected. Coaching sessions, seminars, and networking are essential parts of the educational experience. Therefore, candidates must make every effort to attend all seminar meetings/networking sessions and coaching sessions. Candidates who miss assigned seminar or coaching sessions will need to make up the missed hours of instruction. In the event of an emergency please contact the Program to determine the impact of the absence on completion requirements.

### **Absence Due to Religious Holiday**

Educator Preparation Program's policy for students who miss seminars or Coaching sessions to observe a religious holiday will be accommodated. Candidates must inform their Coach and the EPP Staff in writing of their need to observe a religious holiday reasonably at least four weeks in advance of the absence. It is incumbent on the student who misses a seminar to catch up on any material discussed.

### **Intervention Action Plans**

If faculty members, coaches, and/or supervisors have concerns about a candidate's supervised performance and determine that remediation is appropriate, they will inform the candidate about areas of concern, offer specific suggestions about how to meet his/her CSTP, and set specific goals and a timeline in which the candidate can demonstrate improved performance. Candidate may receive a Risk of Academic Probation notice. This written statement is known as an "Intervention Action Plan." Candidates with "unsatisfactory" CSTP on the rubric at the end of the first year of induction, will automatically be placed on Academic Probation for their second year on induction. If a candidate's performance does not meet expectations at the end of the given timeline, he/she may not move forward in his/her program, may be withdrawn from the induction program.

### **Dismissal Policy**

Dismissal from the SCCOE's Educator Preparation Programs may occur due to:

1. Inadequate Academic Performance or Progress or,
2. Failure to adhere to the SCCOE EPP Ethical Principles Professional Responsibilities – Code of Conduct

Violence, threats of violence, intimidation, stalking, and similar behaviors towards P-12 students, college students, faculty, and/or SCCOE employees on the part of enrolled candidates shall lead to immediate dismissal from the program.

The reason(s) for a student's pending dismissal will be identified by the administrator(s) of the program and referred to the Assistant Director and Director of Educator Preparation Programs for consideration. The decision will be final and will be forwarded to the participant.

Intern students are dismissed if they fail to receive a passing grade during any two semesters of Support Supervision. Failure to complete a semester of supervision due to dismissal by employer results in a No-Pass for the course. Intern students will not exceed a total of 4 semesters of supervision.

### **Adverse Credential Actions**

Applicants with revoked credentials and/or credentials flagged with adverse actions will not be admitted to a credential program. Once the applicant's credential status is cleared or reinstated by the Commission on Teacher Credentialing (CTC), the applicant may petition for admission to the credential program by submitting a letter explaining the circumstances. Each petition will be reviewed, and the applicant will be notified of the admission decision. If a Candidate's credential is revoked while enrolled in the program, the Candidate will be dismissed until the Candidate's credential is reinstated and Candidate notifies the program of desire to restart the program.

### **Acts of Dishonesty**

All candidates are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentation, theft, and evasion of program financial obligations will not be tolerated and may end in dismissal from the program.

### **Plagiarism**

Plagiarism is a serious offense. Types of plagiarism include deliberate plagiarism, paraphrasing, patchwork paraphrasing, bluffing, stitching sources, mosaic plagiarism, accidental plagiarism, buying assignments, and inaccurate authorship. For more details on these types of plagiarism, one resource is

<https://www.scanmyessay.com/plagiarism/types-of-plagiarism.php>. Another resource for more information on plagiarism and how to avoid it is <https://bit.ly/2D3hkyA>. Papers are checked through a plagiarism detector. Candidates suspected of plagiarism may be reported to the CTC and put their credential at risk.

### **Ethical Principles Professional Responsibilities – Code of Conduct**

It is expected that candidates always exhibit a professional demeanor and attitude. One may hear or see things in coursework with which you do not agree, it is stay open to learning, remaining professional and it is essential to keep all conversations confidential.

Candidates participating in EPP shall adhere to the following California Standard for the Teaching Profession:

#### **6.7 Demonstrating professional responsibility, integrity, and ethical conduct As teachers develop, they may ask, “How do I...” or “Why do I...”**

- remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?
- contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?
- meet my professional obligations to implement school, district, state, and federal policies and guidelines?
- extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?
- maintain professional conduct and integrity in the classroom and school community?
- interact appropriately with students and families outside the classroom?
- demonstrate my professional obligations to students, colleagues, school, and the profession?

The educational leader:

- Makes the education and well-being of students the fundamental value of all decision-making.
- Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
- Supports the principle of due process and protects the civil and human rights of all individuals.
- Implements local, state, and national laws.
- Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
- Avoids using his/her position for personal gain through political, social, religious, and economic or other influences.
- Accepts academic degrees or professional certifications only from accredited institutions.
- Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
- Accepts responsibility and accountability for one's own actions and behaviors.
- Commits to serving others above self.

### **Grievance and Appeals Process**

Should a student question program participation, program requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirement or other topic, the concern must be submitted in writing to the program directors using the appeal form available on the EPPscholar.org website. Next, a meeting will be scheduled by the student with the program directors. to review and discuss concerns and determine next steps. Another meeting may be scheduled to further discuss the situation. Following discussion and review of the concern with the Program Administration, a decision will be made regarding the grievance. The decision will be final and will be forwarded to the participant.

### **Leave of Absence**

If a candidate cannot continue with the EPP Induction Program, a Leave of Absence can be requested. This Leave must be requested in writing and submitted to our office (see [Request for Leave of Absence](#)). Due to rapidly changing information and knowledge in the field of education, prior ePortfolio assignments may no longer meet the program requirements after a leave of absence. Upon approval, the Leave of Absence will be issued for up to three years. To return to the Program, a [Leave of Absence Reinstatement Form](#) must be submitted. A \$75 Reinstatement Fee will be added to the candidate's account upon reinstatement to the Program. If the candidate does not return to the Program within three years, the Leave of Absence will no longer be valid, and the candidate will need to restart the Program.

### **ADA Accommodations**

Students with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the student must submit the [ADA Accommodation Request Form](#) to Program Administrators that describes the specific disability (i.e. psychologist, physician, or educational diagnostician).

Individuals with disabilities who need to request accommodations should upload the documentation into their student portal first and then contact Educator Preparation Programs. Once documentation is on file, arrangements for reasonable accommodations can be made. Candidates will then work with faculty directly to determine what reasonable accommodations are necessary.

### **Notification of Changes**

It is the responsibility of the student to notify Educator Preparation Program Staff of changes in employment, work location, credential, or changes in contact information. You must update this information in [eppscholar.sccoe.org](http://eppscholar.sccoe.org)

### **Office Hours**

Appointments can be made with Program Administration during regular business hours (8:00 a.m. to 5:00 p.m.) and can be scheduled by email or by phone. Faculty appointments are scheduled individually with each faculty member.

### **Teach-Out Process**

Should a credential program be discontinued for any reason, there is a Teach-Out Process. Under the guidelines of SCCOE's accrediting agency, the Commission on Teaching Credentialing, when closing a program: "a teach-out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed." The

SCCOE is committed to assisting students affected by the program terminations and is making every effort to formulate procedures that minimize the impact on students. The complete [Teach-Out Process](#) is included in the appendix.

## APPENDICES

### California Standards for the Teaching Profession

#### CSTP Placemat

STANDARD ONE:	STANDARD TWO:
<b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>	<b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>
<ul style="list-style-type: none"> <li>1.1 Using knowledge of students to engage them in learning</li> <li>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</li> <li>1.3 Connecting subject matter to meaningful, real-life contexts</li> <li>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</li> <li>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</li> <li>1.6 Monitoring student learning and adjusting instruction while teaching</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</li> <li>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</li> <li>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</li> <li>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</li> <li>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</li> <li>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</li> <li>2.7 Using instructional time to optimize learning</li> </ul>
STANDARD THREE:	STANDARD FOUR:
<b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>	<b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>
<ul style="list-style-type: none"> <li>3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks</li> <li>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</li> <li>3.3 Organizing curriculum to facilitate student understanding of the subject matter</li> <li>3.4 Utilizing instructional strategies that are appropriate to the subject matter</li> <li>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</li> <li>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</li> </ul>	<ul style="list-style-type: none"> <li>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li>4.2 Establishing and articulating goals for student learning</li> <li>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</li> <li>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</li> <li>4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students</li> </ul>
STANDARD FIVE:	STANDARD SIX:
<b>ASSESSING STUDENTS FOR LEARNING</b>	<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>
<ul style="list-style-type: none"> <li>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</li> <li>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</li> <li>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</li> <li>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</li> <li>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</li> <li>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</li> <li>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</li> </ul>	<ul style="list-style-type: none"> <li>6.1 Reflecting on teaching practice in support of student learning</li> <li>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</li> <li>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</li> <li>6.4 Working with families to support student learning</li> <li>6.5 Engaging local communities in support of the instructional program</li> <li>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</li> <li>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</li> </ul>

## Candidate Agreement

By initialing the following, the applicant understands:

1. \_\_\_\_\_ Official enrollment in the EPP Induction Program is contingent upon: a) holding an appropriate prerequisite credential, b) employment as the teacher of record aligned with my preliminary credential and within a public or private school, and c) a signed Memorandum of Understanding between the program and my employer.
2. \_\_\_\_\_ This is a two-year program (unless I qualify for the Early Completion Option) and I must successfully complete all required activities for each year.
3. \_\_\_\_\_ The EPIC Induction program is embedded at the district level within K-12 education and not an institution of higher education. As such, the program does not qualify for Federal Student Aid and cannot be used to defer student loan payments. Furthermore, I understand that should I not complete the Induction program, there is no guarantee another school district's induction program will grant equivalency for work completed.
4. \_\_\_\_\_ If my employer is covering the cost of tuition, it is my responsibility to work with EPP to determine how those payments will be made.
5. \_\_\_\_\_ I must notify the EPP Induction Program immediately if my employment status changes. Enrollment is contingent upon holding qualified employment.
6. \_\_\_\_\_ In order to participate in the EPP Induction Program, I will conduct myself in a respectful and professional manner as stipulated in the Induction Handbook.
7. \_\_\_\_\_ Successful completion of this program will result in recommendation for a CA Clear Teaching Credential, which must be renewed every five years.
8. \_\_\_\_\_ I will complete surveys, evaluations, assessments in a timely manner when requested by the Program.
9. \_\_\_\_\_ If my preliminary credential has any renewal codes in addition to completing a commission approved Induction Program (e.g. earning an English Learner Authorization, TPA, RICA, CBEST, CSET, US Constitution, etc.), then it is my responsibility to complete all the codes. In such a case, EPP Induction program will provide a program completion letter upon successful completion of the two-year program, and a recommendation to the CTC for a clear credential will not be made.

### CSTP Self-Assessment

Candidate's Name: _____	Date: _____
Position: _____	School: _____
District: _____	
SCCOE Coach : _____	District Support Provider: _____

**Circle One:**

*Oct*

*May*

California Standards for the Teaching Profession (CSTPs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
<b>CSTP 1 Engaging and Supporting Students in Learning</b>						
Using knowledge of students to engage them in learning						
Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests						
Connecting subject matter to meaningful, real-life contexts						
Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs						
Promoting critical thinking through inquiry, problem solving, and reflection						
Monitoring student learning and adjusting instruction while teaching						
<b>CSTP 2 Creating and Maintaining Effective Environments for Student Learning</b>						
Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully						
Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students						
Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe						
Creating a rigorous learning environment with high expectations and appropriate support for all students						
Developing, communicating, and maintaining high standards for individual and group behavior						

California Standards for the Teaching Profession (CSTPs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn						
Using instructional time to optimize learning						

California Standards for the Teaching Profession (CSTPs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
<b>CSTP 3 Understanding and Organizing Subject Matter for Student Learning</b>						
Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks						
Applying knowledge of student development and proficiencies to ensure student understanding of subject matter						
Organizing curriculum to facilitate student understanding of the subject matter						
Utilizing instructional strategies that are appropriate to the subject matter						
Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students						
Addressing the needs of English learners and students with special needs to provide equitable access to the content						

<b>CSTP 4 Planning Instruction and Designing Learning Experiences for Students</b>						
Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction						
Establishing and articulating goals for student learning.						
Developing and sequencing long-term and short-term instructional plans to support student learning.						
Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.						
Adapting instructional plans and curricular materials to meet the assessed learning needs of all students						

California Standards for the Teaching Profession (CSTPs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
<b>CSTP 5 Assessing Student Learning</b>						

California Standards for the Teaching Profession (CSTPs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
Applying knowledge of the purposes, characteristics, and uses of different types of assessments						
Collecting and analyzing assessment data from a variety of sources to inform instruction						
Reviewing data, both individually and with colleagues, to monitor student learning						
Using assessment data to establish learning goals and to plan, differentiate, and modify instruction						
Involving all students in self-assessment, goal setting, and monitoring progress						
Using available technologies to assist in assessment, analysis, and communication of student learning						
Using assessment information to share timely and comprehensible feedback with students and their families						
<b>CSTP 6 Developing as a Professional Educator</b>						
Reflecting on teaching practice in support of student learning						
Establishing professional goals and engaging in continuous and purposeful professional growth and development						
Collaborating with colleagues and the broader professional community to support teacher and student learning						
Working with families to support student learning						
Engaging local communities in support of the instructional program						
Managing professional responsibilities to maintain motivation and commitment to all students						
Demonstrating professional responsibility, integrity, and ethical conduct						

## EPIC Candidate Analysis of Teaching Assignment

**Candidate name:**  
**Coach name:**  
**Date:**  
**Number of students (sorted by class):**

***Purpose:***

*Engaging in an analysis of your teaching assignment will:*

- *support your ability to meet the learning needs of all students*
- *serve as data and context for instructional planning*
- *inform the development of your Individual Learning Plan (ILP) goals*
- *identify available human and physical resources, programs, and learning opportunities*

***Instructions:***

- *Complete the applicable fields of this tool to the best of your ability, record notes, numbers, names, etc. in a manner that aligns with your processing and organizational style. There may be a need to seek out additional information from: school data sources, student records, and colleagues.*
- *Reflect with your Coach to identify patterns, resources, and strategies for supporting student learning.*
- *Develop your ILP goals with this in mind.*
- *List names of individuals and roles who might provide appropriate support*
- *Identify applicable available resources and programs*
- *Record any relevant opportunities for continued learning*

**In the frames below, list relevant information regarding students with:**

**formal learning interventions** (*Language learners, IEP, 504, RS, SDC, speech, physical/occupational therapy, accommodations/modifications, etc.*)

**relevant family or home life characteristics** (*Free or reduced Lunch, unhoused/unsheltered, family structure, language, etc.*)

**social/emotional characteristics** (*Mental health, classroom/school behaviors*)

**a relevant academic history** (*Assessment data, grade reports, promotion/retention/acceleration, ELD/ELPAC*)

**special interests or talents** (*Arts, music, athletics, culture/language*)

**varying identity** (*LGBTQ, race, gender, etc.*)

**In the frames below, record notes on individuals, groups, resources, opportunities, etc. that might be of support to you or your students.**

**List names of individuals and roles who might provide appropriate support.** (*Coaches, ToSA's, paraprofessionals, etc.*)

**Identify applicable available resources and programs.** (*Textbooks, realia, manipulatives; literacy intervention, clubs, after school support, etc.*)

**Record any relevant opportunities for continued learning.** (*Courses, workshops, staff development, etc.*)

### **Reflect and Apply**

**Working with your Coach, reflect on the above information, what patterns, priorities, and needs emerge that might be a basis for your professional development goals?**

### EPIC Induction Transition Plan

<b>Candidate Name:</b>	<b>Coach Name:</b>
<b>Date:</b>	
<p>The information below is intended to help you transition from a pre-service credential program to the in-service induction program. Though not an exhaustive list, possible categories to consider for strengths and areas for growth include: <i>planning &amp; preparation, classroom environment, instruction, assessment, reflection, professional responsibilities, and professional dispositions.</i></p>	

Identified Strength	Supporting Evidence	Aligned Teacher Performance Expectation (TPE)

Identified Area for Growth	Supporting Evidence	Aligned Teacher Performance Expectation (TPE)

Discuss the identified areas for growth with your induction coach and collaboratively determine specific practices, skills, for which you would like demonstrate growth.		

Area for Growth and Aligned CSTP/TPE	Description of Plan, Steps, Timeline, or Benchmarks	Needed Supports or Resources

## Individual Learning Plan

### Standard 1: Engaging and Supporting All Students in Learning

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experiences, and Interests
- Connecting subject matter to meaningful, real-life contexts
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Monitoring student learning and adjusting instruction while teaching

#### Instructions:

- Determine a goal (*What do you want to do or learn within this CSTP?*)
  - Draw on past experience, utilizing your preliminary preparation program feedback or other related experience (transition plan, mentor teacher feedback, advisor feedback, etc.)
  - When articulating your outcomes and plan for achieving your goal, list tools, templates, resources, individuals, and learning opportunities that might be utilized.
- Develop a 1-week Action Plan (*What will you do over the course of 1-week to expand your knowledge and experience with this CSTP?*)
- Implement the plan for 1-week (*What happened during the week and what needed adjustment?*)
- Analyze data from the evidence collected (*What patterns emerged? What may have led to or caused the outcomes?*)
- Reflect on the process, achievements, and areas for further practice. (*What practices will you continue? What will you work on? What are some possible next steps?*)
- Reflect on Standard 1 (*How did your practice evolve within this Standard? How might you continue to expand its application?*)
- Work with your coach to develop your goal throughout the cycle.

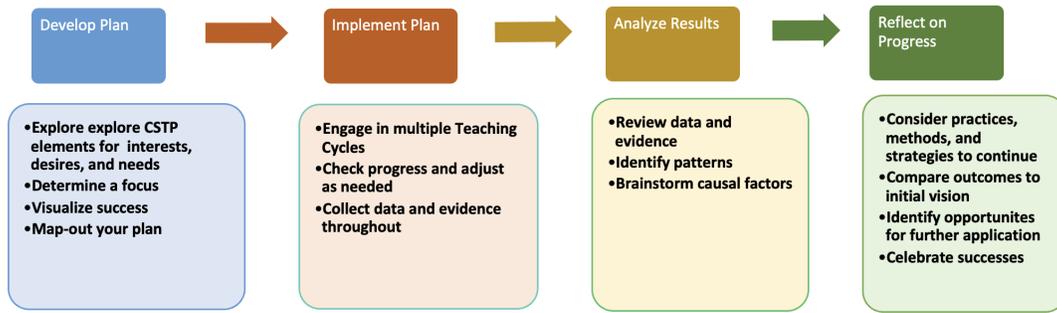
#### Goal for CSTP 1:

Year 1	Year 2	
<input type="checkbox"/>	<input type="checkbox"/>	<b>Goal:</b>

#### Action Cycle:

- An Action Cycle often begins with an interest or desire, to expand expertise within a particular professional practice, and follows four phases: **Develop the Plan, Implement the Plan, Analyze the Results, Reflect on Progress.**
- An Action Cycle consists of a series of Teaching Cycles (*Plan, Teach, Assess, Reflect*) often within an academic unit or topic.
- The Action Plan is flexible and can be updated as needed.

**Phases of the Action Cycle**



Develop Plan

<b>Objective</b>	<b>Action Steps</b> <i>(What steps will you take to achieve the objective? Include needed resources, tools, information, or knowledge.)</i>

**Evidence** *(What evidence will you gather? What student assessment data will you collect?)*

Implement Plan

**Implement the plan** *(What happened during the implementation of the plan? What adjustments needed to be made?)*

Analyze Results

**Analyze student data** *(What evidence did you collect? What patterns emerged? What factors may have contributed to the results?)*

Reflect on Progress

**Reflect on the Action Cycle** (*What practices were successful, and will continue to use? What will you continue to work on? What are some possible next steps?*)

**Reflect on Standard 1** (*Being as specific as possible and citing examples and/or evidence... How did your understanding of this standard evolve? How might you further expand its application?*)

### **Standard 2: Creating and Maintaining Effective Environments for Student Learning**

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

#### **Instructions:**

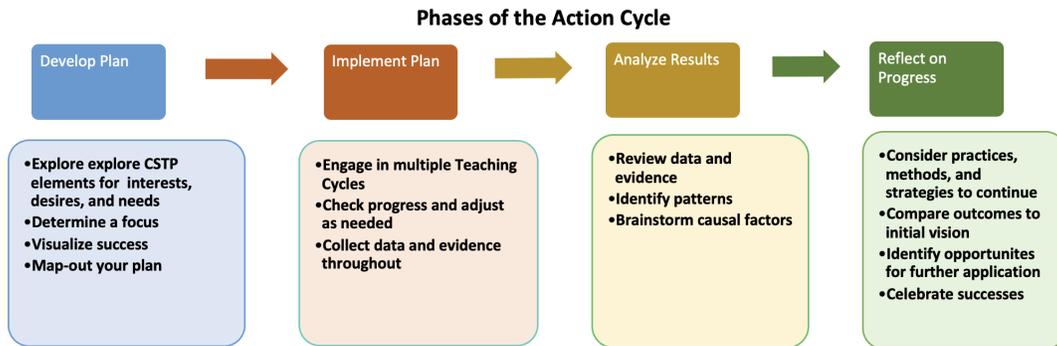
- Determine a goal (*What do you want to do or learn within this CSTP?*)
  - Draw on past experience, utilizing your preliminary preparation program feedback or other related experience (transition plan, mentor teacher feedback, advisor feedback, etc.)
  - When articulating your outcomes and plan for achieving your goal, list tools, templates, resources, individuals, and learning opportunities that might be utilized.
- Develop a 1-week Action Plan (*What will you do over the course of 1-week to expand your knowledge and experience with this CSTP?*)
- Implement the plan for 1-week (*What happened during the week and what needed adjustment?*)
- Analyze data from the evidence collected (*What patterns emerged? What may have led to or caused the outcomes?*)
- Reflect on the process, achievements, and areas for further practice. (*What practices will you continue? What will you work on? What are some possible next steps?*)
- Reflect on Standard 1 (*How did your practice evolve within this Standard? How might you continue to expand its application?*)
- Work with your coach to develop your goal and throughout the cycle.

#### **Goal for CSTP 2:**

Year 1	Year 2	Goal:
<input type="checkbox"/>	<input type="checkbox"/>	

**Action Cycle:**

- An Action Cycle often begins with an interest or desire, to expand expertise within a particular professional practice, and follows four phases: **Develop the Plan, Implement the Plan, Analyze the Results, Reflect on Progress.**
- An Action Cycle consists of a series of Teaching Cycles (*Plan, Teach, Assess, Reflect*) often within an academic unit or topic.
- The Action Plan is flexible and can be updated as needed.



**Develop Plan**

<b>Objective</b>	<b>Action Steps</b> ( <i>What steps will you take to achieve the objective? Include needed resources, tools, information, or knowledge.</i> )

<b>Evidence</b> ( <i>What evidence will you gather? What student assessment data will you collect?</i> )

**Implement Plan**

<b>Implement the plan</b> ( <i>What happened during the implementation of the plan? What adjustments needed to be made?</i> )

Analyze Results

**Analyze student data** (*What evidence did you collect? What patterns emerged? What factors may have contributed to the results?*)

Reflect on Progress

**Reflect on the Action Cycle** (*What practices were successful, and will continue to use? What will you continue to work on? What are some possible next steps?*)

**Reflect on Standard 2** (*Being as specific as possible and citing examples and/or evidence... How did your understanding of this standard evolve? How might you further expand its application?*)

**Standard 3: Understanding and Organizing Subject Matter for Student Learning**

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of the subject matter
- Utilizing instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English learners and students with special needs to provide equitable access to the content

**Instructions:**

- Determine a goal (*What do you want to do or learn within this CSTP?*)
  - Draw on past experience, utilizing your preliminary preparation program feedback or other related experience (transition plan, mentor teacher feedback, advisor feedback, etc.)
  - When articulating your outcomes and plan for achieving your goal, list tools, templates, resources, individuals, and learning opportunities that might be utilized.
- Develop a 1-week Action Plan (*What will you do over the course of 1-week to expand your knowledge and experience with this CSTP?*)
- Implement the plan for 1-week (*What happened during the week and what needed adjustment?*)

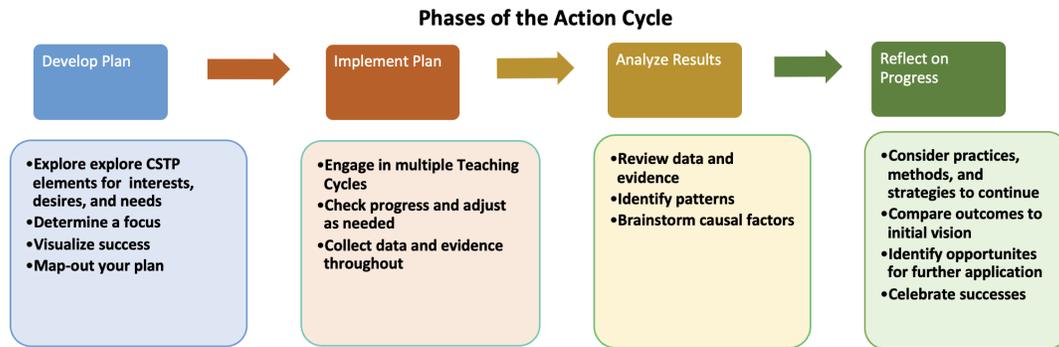
- Analyze data from the evidence collected (*What patterns emerged? What may have led to or caused the outcomes?*)
- Reflect on the process, achievements, and areas for further practice. (*What practices will you continue? What will you work on? What are some possible next steps?*)
- Reflect on Standard 1 (*How did your practice evolve within this Standard? How might you continue to expand its application?*)
- Work with your coach to develop your goal and throughout the cycle.

**Goal for CSTP 3:**

Year 1	Year 2	Goal:
<input type="checkbox"/>	<input type="checkbox"/>	

**Action Cycle:**

- An Action Cycle often begins with an interest or desire, to expand expertise within a particular professional practice, and follows four phases: **Develop the Plan, Implement the Plan, Analyze the Results, Reflect on Progress.**
- An Action Cycle consists of a series of Teaching Cycles (*Plan, Teach, Assess, Reflect*) often within an academic unit or topic.
- The Action Plan is flexible and can be updated as needed.



**Develop Plan**

Objective	Action Steps ( <i>What steps will you take to achieve the objective? Include needed resources, tools, information, or knowledge.</i> )

**Evidence** (*What evidence will you gather? What student assessment data will you collect?*)

Implement Plan

**Implement the plan** (*What happened during the implementation of the plan? What adjustments needed to be made?*)

Analyze Results

**Analyze student data** (*What evidence did you collect? What patterns emerged? What factors may have contributed to the results?*)

Reflect on Progress

**Reflect on the Action Cycle** (*What practices were successful, and will continue to use? What will you continue to work on? What are some possible next steps?*)

**Reflect on Standard 3** (*Being as specific as possible and citing examples and/or evidence... How did your understanding of this standard evolve? How might you further expand its application?*)

**Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

**Instructions:**

- Determine a goal (*What do you want to do or learn within this CSTP?*)

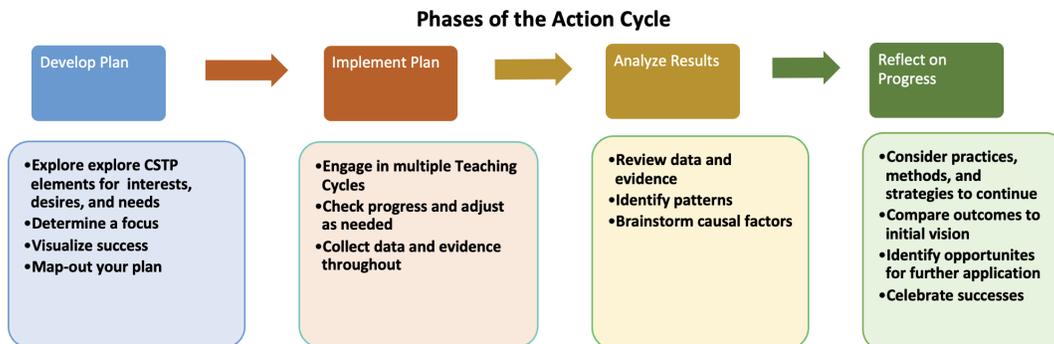
- Draw on past experience, utilizing your preliminary preparation program feedback or other related experience (transition plan, mentor teacher feedback, advisor feedback, etc.)
- When articulating your outcomes and plan for achieving your goal, list tools, templates, resources, individuals, and learning opportunities that might be utilized.
- Develop a 1-week Action Plan (*What will you do over the course of 1-week to expand your knowledge and experience with this CSTP?*)
- Implement the plan for 1-week (*What happened during the week and what needed adjustment?*)
- Analyze data from the evidence collected (*What patterns emerged? What may have led to or caused the outcomes?*)
- Reflect on the process, achievements, and areas for further practice. (*What practices will you continue? What will you work on? What are some possible next steps?*)
- Reflect on Standard 1 (*How did your practice evolve within this Standard? How might you continue to expand its application?*)
- Work with your coach to develop your goal and throughout the cycle.

**Goal for CSTP 4:**

Year 1	Year 2	Goal:
<input type="checkbox"/>	<input type="checkbox"/>	

**Action Cycle:**

- An Action Cycle often begins with an interest or desire, to expand expertise within a particular professional practice, and follows four phases: **Develop the Plan, Implement the Plan, Analyze the Results, Reflect on Progress.**
- An Action Cycle consists of a series of Teaching Cycles (*Plan, Teach, Assess, Reflect*) often within an academic unit or topic.
- The Action Plan is flexible and can be updated as needed.



Develop Plan

<b>Objective</b>	<b>Action Steps</b> <i>(What steps will you take to achieve the objective? Include needed resources, tools, information, or knowledge.)</i>

<b>Evidence</b> <i>(What evidence will you gather? What student assessment data will you collect?)</i>

Implement Plan

<b>Implement the plan</b> <i>(What happened during the implementation of the plan? What adjustments needed to be made?)</i>

Analyze Results

<b>Analyze student data</b> <i>(What evidence did you collect? What patterns emerged? What factors may have contributed to the results?)</i>

Reflect on Progress

<b>Reflect on the Action Cycle</b> <i>(What practices were successful, and will continue to use? What will you continue to work on? What are some possible next steps?)</i>

<b>Reflect on Standard 4</b> <i>(Being as specific as possible and citing examples and/or evidence... How did your understanding of this standard evolve? How might you further expand its application?)</i>

**Standard 5: Assessing Students for Learning**

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting and analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning

- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

**Instructions:**

- Determine a goal (*What do you want to do or learn within this CSTP?*)
  - **Draw on past experience, utilizing your preliminary preparation program feedback or other related experience (transition plan, mentor teacher feedback, advisor feedback, etc.)**
  - **When articulating your outcomes and plan for achieving your goal, list tools, templates, resources, individuals, and learning opportunities that might be utilized.**
- Develop a 1-week Action Plan (*What will you do over the course of 1-week to expand your knowledge and experience with this CSTP?*)
- Implement the plan for 1-week (*What happened during the week and what needed adjustment?*)
- Analyze data from the evidence collected (*What patterns emerged? What may have led to or caused the outcomes?*)
- Reflect on the process, achievements, and areas for further practice. (*What practices will you continue? What will you work on? What are some possible next steps?*)
- Reflect on Standard 1 (*How did your practice evolve within this Standard? How might you continue to expand its application?*)
- Work with your coach to develop your goal and throughout the cycle.

**Goal for CSTP 5:**

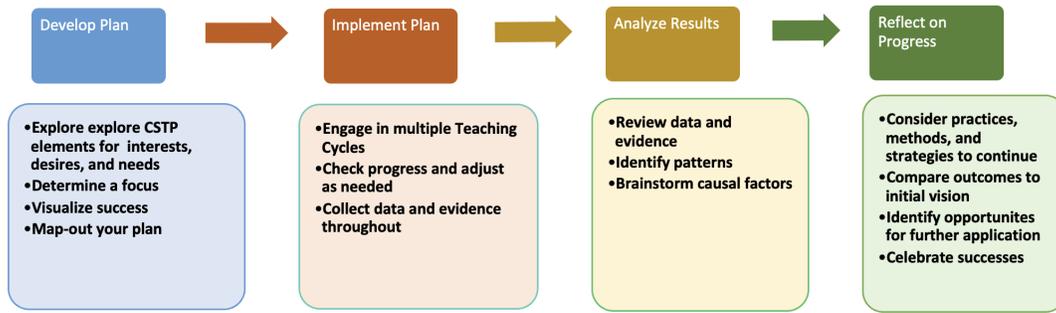
Year 1	Year 2
<input type="checkbox"/>	<input type="checkbox"/>

**Goal:**

**Action Cycle:**

- An Action Cycle often begins with an interest or desire, to expand expertise within a particular professional practice, and follows four phases: **Develop the Plan, Implement the Plan, Analyze the Results, Reflect on Progress.**
- An Action Cycle consists of a series of Teaching Cycles (*Plan, Teach, Assess, Reflect*) often within an academic unit or topic.
- The Action Plan is flexible and can be updated as needed.

**Phases of the Action Cycle**



Develop Plan

<b>Objective</b>	<b>Action Steps</b> ( <i>What steps will you take to achieve the objective? Include needed resources, tools, information, or knowledge.</i> )

**Evidence** (*What evidence will you gather? What student assessment data will you collect?*)

--

Implement Plan

<b>Implement the plan</b> ( <i>What happened during the implementation of the plan? What adjustments needed to be made?</i> )

Analyze Results

<b>Analyze student data</b> ( <i>What evidence did you collect? What patterns emerged? What factors may have contributed to the results?</i> )

Reflect on Progress

<b>Reflect on the Action Cycle</b> ( <i>What practices were successful, and will continue to use? What will you continue to work on? What are some possible next steps?</i> )

**Reflect on Standard 5** (*Being as specific as possible and citing examples and/or evidence... How did your understanding of this standard evolve? How might you further expand its application?*)

**Standard 6: Developing as a Professional Educator**

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

**Instructions:**

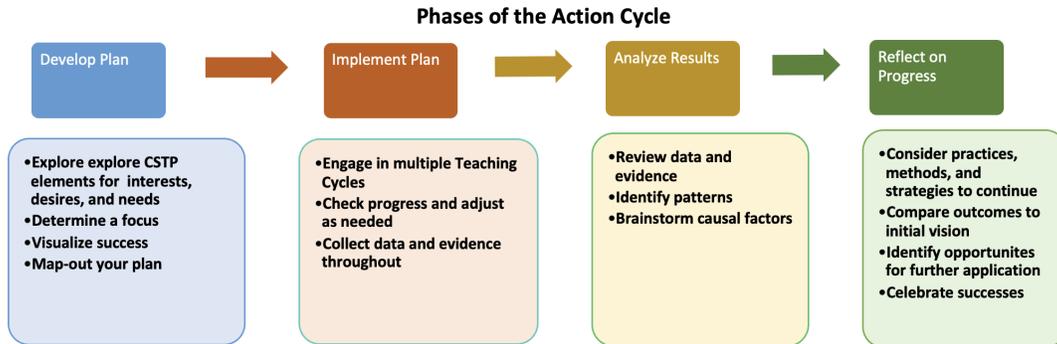
- Determine a goal (*What do you want to do or learn within this CSTP?*)
  - **Draw on past experience, utilizing your preliminary preparation program feedback or other related experience (transition plan, mentor teacher feedback, advisor feedback, etc.)**
  - **When articulating your outcomes and plan for achieving your goal, list tools, templates, resources, individuals, and learning opportunities that might be utilized.**
- Develop a 1-week Action Plan (*What will you do over the course of 1-week to expand your knowledge and experience with this CSTP?*)
- Implement the plan for 1-week (*What happened during the week and what needed adjustment?*)
- Analyze data from the evidence collected (*What patterns emerged? What may have led to or caused the outcomes?*)
- Reflect on the process, achievements, and areas for further practice. (*What practices will you continue? What will you work on? What are some possible next steps?*)
- Reflect on Standard 1 (*How did your practice evolve within this Standard? How might you continue to expand its application?*)
- Work with your coach to develop your goal and throughout the cycle.

**Goal for CSTP 6:**

Year 1	Year 2	
<input type="checkbox"/>	<input type="checkbox"/>	<b>Goal:</b>

**Action Cycle:**

- An Action Cycle often begins with an interest or desire, to expand expertise within a particular professional practice, and follows four phases: **Develop the Plan, Implement the Plan, Analyze the Results, Reflect on Progress.**
- An Action Cycle consists of a series of Teaching Cycles (*Plan, Teach, Assess, Reflect*) often within an academic unit or topic.
- The Action Plan is flexible and can be updated as needed.



Develop Plan

<b>Objective</b>	<b>Action Steps</b> ( <i>What steps will you take to achieve the objective? Include needed resources, tools, information, or knowledge.</i> )

<b>Evidence</b> ( <i>What evidence will you gather? What student assessment data will you collect?</i> )

Implement Plan

<b>Implement the plan</b> ( <i>What happened during the implementation of the plan? What adjustments needed to be made?</i> )

Analyze Results

<b>Analyze student data</b> ( <i>What evidence did you collect? What patterns emerged? What factors may have contributed to the results?</i> )

Reflect on  
Progress

**Reflect on the Action Cycle** (*What practices were successful, and will continue to use? What will you continue to work on? What are some possible next steps?*)

**Reflect on Standard 6** (*Being as specific as possible and citing examples and/or evidence... How did your understanding of this standard evolve? How might you further expand its application?*)

## Individual Learning Plan: Sample

### Standard 1: Engaging and Supporting All Students in Learning

- Using knowledge of students to engage them in learning
- Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests
- Connecting subject matter to meaningful, real-life contexts
- Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Monitoring student learning and adjusting instruction while teaching

### Instructions:

- Determine a goal *(What do you want to do or learn within this CSTP?)*
- Develop a 1-week Action Plan *(What will you do over the course of 1-week to expand your knowledge and experience with this CSTP?)*
- Implement the plan for 1-week *(What happened during the week and what needed adjustment?)*
- Analyze data from the evidence collected *(What patterns emerged? What may have led to or caused the outcomes?)*
- Reflect on the process, achievements, and areas for further practice. *(What practices will you continue? What will you work on? What are some possible next steps?)*
- Reflect on Standard 1 *(How did your practice evolve within this Standard? How might you continue to expand its application?)*
- Work with your coach to develop your goal and throughout the cycle.

### Goal for CSTP 1:

Year 1	Year 2	
<p><b>Goal:</b> I will implement the use of academic response frames across the curriculum, where applicable; to support group and partner discussion; increase the use of academic vocabulary; and provide a scaffold for second language learners.</p>		

### Action Cycle:

- An Action Cycle often begins with an interest or desire, to expand expertise within a particular professional practice, and follows four phases: **Develop the Plan, Implement the Plan, Analyze the Results, Reflect on Progress.**
- An Action Cycle consists of a series of Teaching Cycles (*Plan, Teach, Assess, Reflect*) often within an academic unit or topic.
- The Action Plan is flexible and can be updated as needed.

**INDIVIDUALIZED LEARNING PLAN (ILP)**



Develop Plan

Objective	Action Steps <i>(What steps will you take to achieve the objective?)</i>
Increase the quality and frequency of academic discourse through the use of response frames	1) introduce a frame for paraphrasing a partner interaction (see attached); model a discussion with a student partner; reintroduce the frame explaining the academic vocabulary; model completing the frame; then read the frame outloud; students will then complete the frame based on something I've shared; I will cfu; then partners will engage in a brief topical discussion, using the frame to paraphrase their partner's input; then read it to their partner. 2) Will follow above steps once each day Tuesday-Friday with a different topic, making adjustments to the frame each day to increase rigor or introduce new vocabulary.

**Evidence** *(What evidence will you gather? What student assessment data will you collect?)*

1) I will collect the frames and evaluate using a 3-point rubric (see attached) 2) I will utilize a written assessment with a sample narrative and students will paraphrase the highlights of the text. 3) I will score recollection of the text; the thoroughness of the paraphrase; and the use of academic vocabulary.

Implement Plan

**Implement the plan** (*What happened during the implementation of the plan? What adjustments needed to be made?*)

Day 1 went slower than anticipated; recalling what was said by the partner was a challenge. I scaled back the speaking prompt so students wouldn't have to recall so much information, this helped on Day 2. Day 3 went as planned, except some students were quoting not paraphrasing, so I modeled the difference between quoting and paraphrasing. Day 4 went as planned with the previous adjustments. Day 5, I observed students using the paraphrasing model outside of our activity... Yay! Administered the quiz (see attached samples).

Analyze Results

**INDIVIDUALIZED LEARNING PLAN (ILP)**

**Analyze student data** (*What evidence did you collect? What patterns emerged? What factors may have contributed to the results?*)

Each day I collected and scored the completed frames and the quiz on Friday. Some patterns I noticed were: 40% of responses revealed difficulty in recalling important details in the discussions and text; 7 out of 8 second language learners used the frame consistently; academic vocabulary was used when the frame was utilized, but on the quiz, only 30% of responses used appropriate academic vocabulary. One thing that was effective was the use of the frames for second language learners, it increased their written and verbal participation and their use of academic vocabulary; I believe the recalling of details data was influenced by lack of structure and practice of attentive listening strategies; when asked to use academic vocabulary independently, evidence indicated a default to non-specific vocabulary, like thing and stuff as well as simple adjectives like good and bad, which I think is caused by access to a word bank or synonyms.

Reflect on Progress

**Reflect on the Action Cycle** (*What practices were successful, and will continue to use? What will you continue to work on? What are some possible next steps?*)

I definitely believe that the use of academic response frames is a valuable tool for increasing discourse, engagement, and an appropriate support for learners of English. I will continue to incorporate them into my instruction. I've learned students need more practice with listening attentively, so I'm going to incorporate strategies to support this; since the use of academic language is an area for growth, I'm planning to use anchor charts, word banks, and modeling to increase the use of AL.

**Reflect on Standard 1** (*Being as specific as possible and citing examples and/or evidence... How did your understanding of this standard evolve? How might you further expand its application?*)

When I planned my cycle I knew what I wanted to focus upon, and when I reviewed the Standard it confirmed that I would be addressing a number of elements: Using knowledge of students...by leveraging their desire to work and talk together and supporting second language learners; Using a variety of instructional strategies like modeling, guided practice, independent practice, discourse (speaking & listening), scaffolds like response frames and prompts that increase in complexity; I was also able to monitor student learning and adjust instruction...through checks for understanding and adapting by adding word banks during the lesson, and preparing in advance for subsequent lessons; assessing daily work and making adjustments to upcoming lesson plans by adjusting the prompts, providing listening strategies, extending the amount of time. An element I'd like to incorporate is, promoting critical thinking...by adding opportunities for reflection and self assessment following partner or group work, perhaps developing a format that addresses listening skills and the use of academic vocabulary.

## EPIC Teacher Induction Single Point Rubric

Standards/Learning Objectives for the Induction Teacher Portfolio Evaluation

California Standards for Teaching Profession

- Standard 1- ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
- Standard 2- CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
- Standard 3- UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
- Standard 4- PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
- Standard 5- ASSESSING STUDENTS FOR LEARNING
- Standard 6- DEVELOPING AS A PROFESSIONAL EDUCATOR

Progressing Toward Proficiency	Proficient	Exceeding Proficiency
	<p><b>Standard 1-</b> Connects learning to students' prior knowledge, backgrounds, life experiences, and interests; connects subject matter to meaningful contexts; uses a variety of instructional strategies and resources; promotes critical thinking through inquiry, problem solving, and reflection; and monitors student learning and adjusts instruction while teaching.</p>	
	<p><b>Standard 2 -</b> Develops and maintains high expectations in a rigorous, respectful, and supportive learning environment in which all students can achieve; where each student is treated fairly and respectfully; where routines, procedures, norms, and supports for positive behavior are in place; and where constructive and productive interactions among students is encouraged.</p>	

	<p><b>Standard 3</b> - Exhibits in-depth knowledge of subject matter, academic content standards, and curriculum; organizes and adapts curriculum resources and materials while utilizing a variety of instructional strategies to make the subject matter accessible to all students; addresses the needs of English learners and students with special needs to provide equitable access to the content.</p>	
	<p><b>Standard 4-</b> Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction; establishes and articulates goals for student learning; develops, sequences, and adjusts long-term and short-term instructional plans; incorporates appropriate strategies to meet the diverse learning needs of all students.</p>	
	<p><b>Standard 5-</b> Applies knowledge of the purposes, characteristics, and utilizes available technologies and different types of assessments; collects and analyzes assessment data from a variety of sources to inform instruction; reviews data, both individually and with colleagues, to monitor student learning, establish goals, differentiate, and modify instruction; involves students in self-assessment, goal setting and monitoring progress; uses assessment information to share timely and comprehensible feedback with students and their families</p>	

	<p><b>Standard 6-</b> Reflects on teaching practice; establishes professional goals and engages in continuous and purposeful professional growth and development; collaborates with colleagues and engages in the broader professional community to support teacher and student learning; learns about and works with families to support students; engages with local communities in support of the instructional program; manages professional responsibilities to maintain motivation and commitment to all students; demonstrates professional responsibility, integrity, and ethical conduct.</p>	
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### Induction Coaching Pacing Guide Sample

Aug 31 <sup>st</sup>	Induction Orientation
Sept 1 <sup>st</sup> – Sept 10 <sup>th</sup>	<p>Make sure you have access to GoReact and Canvas                  Follow the guidelines to set up your profile in Canvas                  If you have any issues or questions, contact <b>Kalpna Thatte</b>:  <a href="mailto:kthatte@sccoe.org">kthatte@sccoe.org</a></p>
Sept 11 <sup>th</sup> – Sept 20 <sup>th</sup>	<p>FALL Semester Starts                  Meet with your coach and discuss ILP goals                  Complete your self-assessment                  Reach out to your DSP                  Discuss your observational rounds with veteran teachers</p>
Sept 21 <sup>st</sup> – Oct 1 <sup>st</sup>	<p>Meet with your coach Plan triad meetings                  Plan your live or GoReact observation with your coach                  Finalize your ILPs                  Make sure your live or <b>GoReact observation is complete</b></p>
Oct 2 <sup>nd</sup> – Oct 15 <sup>th</sup>	<p>Meet with your coach                  Make sure you have video release forms from your parents                  Make sure you start planning your <b>action inquiry cycle</b>                  Schedule your triad meetings before October 15</p>
Oct 15 <sup>th</sup> – Oct 31 <sup>st</sup>	<p>Attend your triad meetings                  Finalize your ILP goals                  Discuss evidence ideas with your coach                  Schedule your observational rounds during principal meeting                  Make sure your live or <b>GoReact observation is complete</b></p>
Nov 1 <sup>st</sup> – Nov 10 <sup>th</sup>	<p>Meet with your coach                  Implement your <b>action inquiry cycles</b>                  Upload documents to Canvas                  Plan your <b>GoReact observation</b></p>
Nov 10 <sup>th</sup> – Nov 20 <sup>th</sup>	<p>Meet with your coach                  Discuss your results from the <b>action inquiry cycles</b>                  Meet with your coach                  Collect evidence for your ILP goals</p>
<b>Thanksgiving Break</b>	

Nov 21 <sup>st</sup> – Nov 30 <sup>th</sup>	<p>Meet with your coach Plan your observation using the ILP goals document Discuss possible evidence ideas with coach Complete your <b>GoReact observation</b></p>
Dec 1 <sup>st</sup> – Dec. 10 <sup>th</sup>	<p>Reflective discussion with your coach Discuss data for your observation</p>

Dec 11 <sup>th</sup> - Dec 20 <sup>th</sup>	<p>Meet with your coach Discuss the data from observations Discuss your action inquiry cycles Collect evidence of practice for your ILP goals Plan for your winter break</p>
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<b>Holiday Break- Enjoy!</b>	
Jan 1 <sup>st</sup> –Jan 14 <sup>th</sup>	<p>Meet with your coach Discuss mid-year goals based on your ILP Start thinking about your next action inquiry cycle Upload documents to Canvas Discuss possible data collection for the action inquiry cycle</p>
Jan 15 <sup>th</sup> – Jan 31 <sup>st</sup>	<p>Meet with your coach <b>Complete your GoReact observations</b> Get ready for the networking meeting on <b>January 24th</b></p>
<b>Jan 24<sup>th</sup></b>	<p><b>Networking Meeting 3:30-5:00 PM</b> <a href="https://sccoe.zoom.us/j/6191168552">https://sccoe.zoom.us/j/6191168552</a></p>
Feb 1 <sup>st</sup> – Feb 10 <sup>th</sup>	<p>Meet with your coach Discuss data from your action inquiry cycles Upload evidence of practice to Canvas Discuss your goals and challenges What are some successes you can discuss? Plan your <b>GoReact observations</b></p>
Feb 11 <sup>th</sup> – Feb 28 <sup>th</sup>	<p>Meet with your coach Upload documents to Canvas Discuss your observations with your coach <b>Complete your GoReact Observation</b></p>

<p>Mar 1<sup>st</sup> – Mar 15<sup>th</sup></p>	<p>Meet with your coach Upload documents to Canvas Discuss your observations with your coach Collect evidence for your ILP Plan another triad meeting for April Discuss data for action inquiry cycle <b>Plan your GoReact observation</b></p>
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<p>Mar 16<sup>th</sup> – Mar 31<sup>st</sup></p>	<p>Meet with your coach regularly Finalize the triad meeting date Complete your action inquiry cycle 3 Upload the evidence for CSTPs to Canvas Use reflective conversation logs with your coach</p>
	<p><b>SPRING BREAK</b></p>
<p>Apr 9<sup>th</sup> – Apr 20<sup>th</sup></p>	<p>Meet with your coach Complete the triad meeting this month Collect evidence for your ILP Upload documents to Canvas <b>Plan and complete another GoReact observation</b></p>

<p>Apr 21<sup>st</sup> - Apr 30<sup>th</sup></p>	<p>Meet with your coach Start work towards e-portfolio completion Make sure you are following the checklist Continue to upload documents to Canvas Make sure you plan the Networking Session on April 24</p>
<p><b>April 24<sup>th</sup></b></p>	<p><b>Networking Meeting 3:30- 5:00 PM</b> <a href="https://sccoe.zoom.us/j/6191168552">https://sccoe.zoom.us/j/6191168552</a></p>
<p>May 1<sup>st</sup> - May 15<sup>th</sup></p>	<p>Meet with your coach Complete the reflection Make sure your e-Portfolio is complete by May 15</p>
<p><b>Have you completed ALL credential requirements?</b> <b>Have you uploaded all documents?</b></p>	

May 16 <sup>th</sup> – May 31 <sup>st</sup>	Continue to seek support from your coach as needed Complete your portfolios by May 15 Complete your reflections and upload all documents to Canvas
<b>Congratulate yourself! You have completed your induction year!</b>	



## Collaborative Conversation Log: Reflecting/Planning

Use this tool to as a guide and to record notes from Reflecting or Planning Conversations.

Name:	Coach:
Date:	

### Reflecting Conversation

Recall and/or Summarize	
Analyze Patterns and Causal Factors	
Identify New Learning	
Commit to Next Steps	
Reflect on Conversation	
Include Links to Applicable Evidence	

Name:	Coach:
Date:	

**Planning Conversation**

Clarify Next Steps	
Specify Measures of Success	
Identify Approaches, Strategies, Decisions & Resources	
Establish Learning Focus	
Reflect on Conversation	
Include Links to Applicable Evidence	

### Collaborative Conversation Log

*Use this tool to record notes for non-specific discussions.*

Name:	Coach:
Date:	

Topics or Summary of Discussion	
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Current Best Practices	
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Questions or Challenges	
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Strategies and/or Resources	
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Next Steps and/or Follow-up	
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Links to Resources or Evidence	
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### EPIC Induction Transition Plan

<b>Candidate Name:</b>	<b>Coach Name:</b>	<b>Date:</b>
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The information below is intended to help you transition from a pre-service credential program to the in-service induction program. Though not an exhaustive list, possible categories to consider for strengths and areas for growth include: *planning & preparation, classroom environment, instruction, assessment, reflection, professional responsibilities, and professional dispositions.*

Identified Strength	Supporting Evidence	Aligned Teacher Performance Expectation (TPE)

Identified Area for Growth	Supporting Evidence	Aligned Teacher Performance Expectation (TPE)

<p>Discuss the identified areas for growth with your induction coach and collaboratively determine specific practices, skills, for which you would like demonstrate growth.</p>		

<b>Area for Growth and Aligned CSTP/TPE</b>	<b>Description of Plan, Steps, Timeline, or Benchmarks</b>	<b>Needed Supports or Resources</b>

EPIC Induction Transition PlanRev. Sept.1.2023

## EPIC Induction Candidate Evaluation Checklist

<b>Candidate Name:</b>	
<b>Coach Name:</b>	

<input type="checkbox"/>	<b>Development of Individual Learning Plan (ILP) due by, 10/15/2023</b>																														
<input type="checkbox"/>	<b>Completion of Individual Learning Plan</b> <i>Goals, Action Cycles, Links to Evidence, Reflection/Self-Evaluation</i> <table border="1" data-bbox="295 510 1490 756"> <tr> <td><b>CSTP 1</b></td> <td><b>Goal</b> <input type="checkbox"/></td> <td><b>Action Inquiry Cycle</b> <input type="checkbox"/></td> <td><b>Evidence</b> <input type="checkbox"/></td> <td><b>Reflection</b> <input type="checkbox"/></td> </tr> <tr> <td><b>CSTP 2</b></td> <td><b>Goal</b> <input type="checkbox"/></td> <td><b>Action Inquiry Cycle</b> <input type="checkbox"/></td> <td><b>Evidence</b> <input type="checkbox"/></td> <td><b>Reflection</b> <input type="checkbox"/></td> </tr> <tr> <td><b>CSTP 3</b></td> <td><b>Goal</b> <input type="checkbox"/></td> <td><b>Action Inquiry Cycle</b> <input type="checkbox"/></td> <td><b>Evidence</b> <input type="checkbox"/></td> <td><b>Reflection</b> <input type="checkbox"/></td> </tr> <tr> <td><b>CSTP 4</b></td> <td><b>Goal</b> <input type="checkbox"/></td> <td><b>Action Inquiry Cycle</b> <input type="checkbox"/></td> <td><b>Evidence</b> <input type="checkbox"/></td> <td><b>Reflection</b> <input type="checkbox"/></td> </tr> <tr> <td><b>CSTP 5</b></td> <td><b>Goal</b> <input type="checkbox"/></td> <td><b>Action Inquiry Cycle</b> <input type="checkbox"/></td> <td><b>Evidence</b> <input type="checkbox"/></td> <td><b>Reflection</b> <input type="checkbox"/></td> </tr> <tr> <td><b>CSTP 6</b></td> <td><b>Goal</b> <input type="checkbox"/></td> <td><b>Action Inquiry Cycle</b> <input type="checkbox"/></td> <td><b>Evidence</b> <input type="checkbox"/></td> <td><b>Reflection</b> <input type="checkbox"/></td> </tr> </table>	<b>CSTP 1</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>	<b>CSTP 2</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>	<b>CSTP 3</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>	<b>CSTP 4</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>	<b>CSTP 5</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>	<b>CSTP 6</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>
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<b>CSTP 3</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>																											
<b>CSTP 4</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>																											
<b>CSTP 5</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>																											
<b>CSTP 6</b>	<b>Goal</b> <input type="checkbox"/>	<b>Action Inquiry Cycle</b> <input type="checkbox"/>	<b>Evidence</b> <input type="checkbox"/>	<b>Reflection</b> <input type="checkbox"/>																											
<input type="checkbox"/>	<b>Canvas Requirements</b> <i>including observations and lesson plans</i>																														
<input type="checkbox"/>	<b>Coaching Meeting Requirements</b> <i>40 hours per year average</i>																														
<input type="checkbox"/>	<b>Summative Self-Evaluation</b> <i>using Continuum of Teacher Practice</i>																														

<input type="checkbox"/>	<b>Candidate Signature:</b>		<b>Date:</b>	
<input type="checkbox"/>	<b>Coach Signature:</b>		<b>Date:</b>	

## End of Year Summary Reflection

Candidate Name:	Coach Name:
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Date:
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Program: Intern <input type="checkbox"/> Induction <input type="checkbox"/>
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<b>Purpose:</b> To demonstrate growth across the California Standards for the Teaching Profession (CSTP) or Teacher Performance Expectations (TPE).
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<b>Directions:</b> Reflect on your growth in teaching practice over the past year. Write a narrative, up to 2 pages, summarizing your growth across the CSTP or TPE. As you reflect, please include the following:  Examples of outcomes, strategies, or achievements of your effective teaching practice Comparisons between past practice and improved current practice Explanations, rationale, or justifications for decisions that led to growth Correlate growth to your goals Cite, reference, or connect CSTP or TPE with examples of teaching practice
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<b>Record your reflection here:</b>
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## SMART Goal Worksheet



<b>Coach Name:</b>	<b>Date:</b>
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**STEP 1: Write down your goal in as few words as possible.**

My goal is to

**STEP 2: Make your goal detailed and SPECIFIC. (Who? What? Where? How?)**

HOW will you reach this goal? List at least 3 action steps you'll take or resources you'll use:

- 1.
- 2.
- 3.

**STEP 3: Make your goal MEASUREABLE. Add measurements and tracking details.**

I will measure/track my goal by using the following numbers, methods, or benchmarks:

I will know I've reached my goal when

**STEP 4: Make your goal ACHIEVABLE.**

What additional resources will you need for success? Items I need to achieve this goal:

- How will I find the time?
- Things I need to learn more about:
- People I can talk to for support:

**STEP 5: Make your goal RELEVANT.**

List why you want to reach this goal – how does it relate to your personal values or long-term plan?

**STEP 6: Make your goal TIMELY.**

Put a deadline on your goal and set some benchmarks.

I will reach my goal by (date):

Additional dates and milestones I'll aim for:

Category	N/A	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Social Justice and Equity</b>  <b>TPE 1.3, 6.2, 6.5</b>	Has not had an opportunity to demonstrate this disposition.	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> <li>• Avoids those who present viewpoints or experiences that differ from his/her own</li> <li>• Participates in the use of negative stereotypes and language in interactions with others</li> <li>• Acts on the belief that <u>not</u> all children can learn</li> <li>• Is unaware or unwilling to reflect upon own knowledge, skills, and dispositions concerning social and ecological justice thereby preventing change or growth</li> </ul>	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> <li>• Usually works only with those of similar backgrounds and viewpoints but generally interacts with others in a polite, courteous and professional manner</li> <li>• Does not intervene when others use negative stereotypes and language in interactions with others</li> <li>• Is conflicted about the belief that all children can learn</li> <li>• Exhibits inconsistent or inaccurate analysis of own knowledge, skills, and dispositions concerning social and ecological justice</li> </ul>	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> <li>• Works constructively with others of different backgrounds and viewpoints</li> <li>• Voices discomfort with other’s use of negative stereotypes and language in interactions with others</li> <li>• Believes that all children can learn</li> <li>• Analyzes own knowledge, skills, and dispositions concerning social and ecological justice to grow personally and professionally</li> </ul>	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> <li>• Actively seeks opportunities to work and interact with those of different backgrounds</li> <li>• Actively intervenes when others use negative stereotypes and language in interactions</li> <li>• Acts on the belief that all children can learn and sets challenging expectations</li> </ul>	All of Level 4 plus <ul style="list-style-type: none"> <li>• Serves as an advocate for social justice, equity, and inclusion.</li> </ul>
<b>Communication TPE</b>  <b>1.2, 6.3, 3.4</b>	Has not had an opportunity to demonstrate this disposition.	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> <li>• Avoids conversations or is argumentative or defensive with professionals, families and/or community members</li> <li>• Written, oral, or non-verbal communication is inappropriate</li> </ul>	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> <li>• Attends to conversations with peers, professionals, families and/or community members</li> <li>• Oral and written language errors do not interrupt the meaning</li> <li>• Non-verbal communications are not a</li> </ul>	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> <li>• Willingly participates in conversations with peers, professionals, families and/or community members</li> <li>• Demonstrates an effort to communicate effectively</li> <li>• Uses appropriate tools for</li> </ul>	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> <li>• Actively facilitates positive conversations with peers, professionals, families and/or community members</li> <li>• Adapts written and oral communication to situations</li> <li>• Demonstrates integrity and</li> </ul>	All of Level 4 plus <ul style="list-style-type: none"> <li>• Promotes positive interactions across multiple contexts.</li> </ul>

		<p>for educational setting or the intended audience.</p> <ul style="list-style-type: none"> <li>• Demonstrates poor mastery of academic language</li> </ul>	<p>distraction</p>	<p>communication</p> <ul style="list-style-type: none"> <li>• Uses non-verbal communication appropriately</li> </ul>	<p>diplomacy in communication</p> <ul style="list-style-type: none"> <li>• Uses non-verbal communication strategically to convey meaning</li> </ul>	
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<p><b>Self-Reflection and Critical Thinking</b></p> <p><b>TPE 6.1, 6.4</b></p>	<p>Has not had an opportunity to demonstrate this disposition.</p>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>• Avoids self-reflection or is unable to self-reflect for growth</li> <li>• Reacts defensively to suggestions</li> <li>• Wants explicit instruction on what to do</li> <li>• Cannot handle ambiguity</li> <li>• Does not address problems or seek solutions</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>• Superficially self-reflects</li> <li>• Hears yet dismisses suggestions</li> <li>• Occasionally requests instruction on what to do</li> <li>• Appears interested by other points of view but has trouble acting on them</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>• Self-reflects for growth</li> <li>• Responds to suggestions and acts upon them</li> <li>• Rarely needs to have explicit instructions</li> <li>• Invites and acts on multiple perspectives</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>• Is committed to self-reflection</li> <li>• Seeks out suggestions for growth</li> <li>• Proactively identifies potential problems and a range of solutions that are applied appropriately</li> <li>• Articulates multiple perspectives independently</li> </ul>	<p>All of Level 4 plus</p> <ul style="list-style-type: none"> <li>• Utilizes reflection and critical thinking for self-directed growth</li> </ul>
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<p><b>Professional Ethics</b></p> <p><b>TPE 6.6, 6.5</b></p>	<p>Has not had an opportunity to demonstrate this disposition.</p>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>• Displays a pattern of dishonest or deceitful behavior</li> <li>• Deliberately lies for personal advantage</li> <li>• Betrays confidentiality and student anonymity</li> <li>• Does not treat others fairly and equitably</li> <li>• Does not exert reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety</li> <li>• Blames others and/or the circumstances for the consequences of his or her actions, decisions, and behaviors</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>• Is truthful and honest in dealing with others except in minor and isolated circumstances</li> <li>• Strives to be trustworthy and keep his/her word</li> <li>• Inconsistently maintains confidentiality and/or student anonymity</li> <li>• Usually treats others fairly and equitably</li> <li>• Usually exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety</li> <li>• Accepts responsibility for his or her actions, decisions, and behaviors</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>• Is truthful and honest in dealing with others</li> <li>• Shows integrity when faced with challenging situations</li> <li>• Maintains confidentiality and/or student anonymity</li> <li>• Exhibit consistent and equitable treatment of others</li> <li>• Exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety</li> <li>• Demonstrates that his or her actions, decisions, and behaviors can affect student learning and the success of others</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>• Has an impeccable reputation for always being truthful and honest in dealing with others</li> <li>• Described as a model of integrity</li> <li>• Maintains confidentiality and/or student anonymity</li> <li>• Demonstrates equitable treatment of others</li> <li>• Initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety</li> </ul>	<p>All of Level 4 plus</p> <ul style="list-style-type: none"> <li>• Advocates for equitable treatment of others</li> </ul>
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<p><b>Professional Development</b></p> <p><b>TPE 6.1</b></p>	<p>Has not had an opportunity to demonstrate this disposition.</p>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>Shows no interest in pursuing professional growth</li> <li>Ignores opportunities for development when they arise</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>Shows limited interest in pursuing professional growth</li> <li>Limits participation in professional development to required activities</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>Seeks out opportunities for professional growth</li> <li>Is active in professional development; for example, is an active member of a professional organization, attends professional activities, and/or volunteers for service</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>Maintains and continuously revisits professional growth</li> <li>Is highly engaged in professional development</li> </ul>	<p>All of Level 4 plus</p> <ul style="list-style-type: none"> <li>Provides leadership and/or is an advocate for individual students or the teaching profession</li> </ul>
<p><b>Professional Responsibility</b></p>	<p>Has not had an opportunity to demonstrate this disposition.</p>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>Frequently misses deadlines</li> <li>Submits paperwork that is incomplete or inaccurate</li> <li>Is uncooperative with policies and paperwork</li> <li>Unresponsive to electronic communication</li> <li>Often wants exceptions</li> <li>Thinks handbook and SOE policies are for other people</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>Meets deadlines with minimal prompting</li> <li>Attends and is prepared for activities</li> <li>Attempts to adhere to all handbook and SOE policies</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>Meets deadlines with no prompting</li> <li>Required paperwork is complete and organized</li> <li>Adheres to all handbook and SOE policies</li> </ul>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> <li>Plans in advance for requirements and deadlines</li> <li>Takes responsibility for meeting program, degree, and certification requirements</li> <li>Recognizes the importance and purpose of the handbook and SOE policies and respects their intent</li> </ul>	<p>All of Level 4 plus</p> <ul style="list-style-type: none"> <li>Exemplifies professionalism</li> </ul>

## Student Observation Feedback Form

Teacher Candidate		School		Grade/Subject	
District Support Provider		EPP Coach		Date	

Lesson Plan \_\_\_\_\_ Topic and Objective Observed \_\_\_\_\_

Time/Period \_\_\_\_\_ English Learner Strategy \_\_\_\_\_ Co-Teaching Strategy (if applicable)

Teaching Performance Expectations/California Standards for the Teaching Profession	
TPE 1/CSTP 1 Engaging and Supporting Students in Learning  TPE 2/CSTP 2 Creating and Maintaining Effective Environments for Student Learning  TPE 3/CSTP 3 Understanding and Organizing Subject Matter for Learning	TPE 4/CSTP 4 Planning instruction and Designing Learning Experiences for Students  TPE 5/CSTP 5 Assessing Student Learning  TPE 6/CSTP 6 Developing as a Professional Educator

Coach Directions: Use the above TPEs/CSTPs as a guide to conduct observations. Record and document lines of evidence based on specific behaviors/activities found in the TPEs/CSTPs Provide feedback accordingly to participating teachers. Make sure to note the use of English Learner Strategies

<p><b><u>Observations</u></b></p>	<p><b><u>Comments / Observations / Recommendations</u></b></p>
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Teacher Candidate Goals: \_\_\_\_\_

\_\_\_\_\_  
Coach Signature

\_\_\_\_\_  
Teacher Candidate Signature

## Request for Leave of Absence Form

Student Information:

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Leave of Absence Details:

Leave Start Date: \_\_\_\_\_

Leave End Date: \_\_\_\_\_

Reason for Leave:

(Please provide a brief explanation for the leave request.)

Supporting Documentation:

Attach any supporting documentation if available.

Documentation Attached: (Yes / No)

Leave Duration:

Duration of Leave: \_\_\_\_\_

Academic Plan During Leave:

Acknowledgment:

I understand that my leave request is subject to review and approval by Educator Preparation Programs (EPP). I confirm my commitment to meet any conditions or responsibilities outlined during the leave period.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please Note:

Your request will be reviewed by EPP, and you will be notified of the decision.

It's advisable to consult with your academic advisor to ensure that you understand the implications of taking a leave of absence on your academic progress and financial aid.

## Leave of Absence Reinstatement Request Form

Student Information:

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Leave of Absence Details:

Date of Leave Commencement: \_\_\_\_\_

Intended Leave Duration: \_\_\_\_\_

Reinstatement Request:

I, the undersigned, hereby request reinstatement to [Name of Program] following the approved Leave of Absence. I understand that my reinstatement is contingent upon meeting all program requirements and providing the necessary documentation as outlined in the original Leave of Absence approval letter.

Reason for Reinstatement Request:

Please provide a brief statement explaining the reason for your reinstatement request.

Documentation Required:

Please list the required documentation for reinstatement (e.g., current employment letter, updated contact information, etc.).

Reinstatement Request Timeline:

Date of Request Submission: \_\_\_\_\_

Expected Program Start Date: \_\_\_\_\_

Any Additional Information/Comments:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please submit this completed reinstatement request form, along with the required documentation, to your student portal on [eppscolar.scoe.org](http://eppscolar.scoe.org). The review process will be initiated upon receipt of your request, and you will be notified of the decision regarding your reinstatement.

## Program Withdrawal Form

**Student Information:**

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Program Information:**

Program Name: \_\_\_\_\_

Program Start Date: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

**Reason for Withdrawal:**

Please provide a brief explanation for the program withdrawal.

**Acknowledgment:**

I understand that my request for program withdrawal is voluntary and subject to review. I acknowledge the potential academic, financial, and other implications related to my withdrawal.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please Note:**

Your request will be reviewed, and you will be notified of the decision.

It is advisable to consult with your academic advisor to understand the potential consequences of program withdrawal.

## ADA Accommodation Request Form

### Personal Information:

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### Disability Information:

Nature of Disability: \_\_\_\_\_

How does your disability affect your ability to access or participate in our programs?  
(Please describe any specific challenges or limitations related to the disability.)

### Requested Accommodation:

Please describe the specific accommodation(s) you are requesting:  
(Include details of what, where, and when the accommodation is needed.)

Date of Request: \_\_\_\_\_

### Supporting Documentation:

Attach any supporting medical or diagnostic documentation if available.

Documentation Attached: (Yes / No)

Requested Accommodation Timeline:

Start Date: \_\_\_\_\_

End Date (if applicable): \_\_\_\_\_

### Acknowledgment and Consent:

I understand that my request for accommodation is subject to review and approval. I consent to the necessary evaluation and communication between the organization and relevant medical professionals for the purpose of assessing my accommodation request.

Applicant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Submit this form to: [Designated ADA Coordinator's Contact Information]

### Please Note:

Educator Preparation Programs will review your request and may request additional information if needed.

Accommodations will be provided in accordance with ADA regulations and after the organization's assessment.

It is recommended to submit your request well in advance to ensure timely provision of accommodations.

## Universal Design for Learning Guidelines



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

## UDL Co-Teaching Lesson Planning Template

(Includes roles for Teacher/Teachers, Classroom Staff and Other Adults, DIS etc.)

*It is expected that the teacher candidate complete at least the **green** section for observation one, **green** and **blue** by the second observation and all of the sections for the remaining observations.*

**Name of Lesson:** \_\_\_\_\_

### Keep in Mind:

*What do we want student/students to learn?*

*How will we know the student/students have learned?*

*How will we engage student/students in relevant learning?*

*How will we respond if student/students do/don't learn?*

<u>Brief Description of Activities</u>		
<u>Subject Matter/ Embedded Activities</u>	<u>Date/Dates:</u>	<u>Overarching Objective/Developmental Domain (ECSE)</u>
<u>Content Standards/Preschool Learning Foundations (ECSE)</u>		
<u>IEP/EL Targeted Goals: (at least 2 or 3 different IEP goals for different students-SMART format):</u>		
<u>Formative Assessments to Inform Instruction:</u>	<u>Summative Assessments:</u>	

<u>Materials:</u>	<u>Key Vocabulary:</u>
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<p>Methods:</p> <p><i>Engagement:</i></p> <ul style="list-style-type: none"> <li>• Choice,             <ul style="list-style-type: none"> <li>relevancy</li> <li>minimize distractions?</li> </ul> </li> <li>• Balance of demands and resources?</li> <li>• Mastery oriented feedback?</li> <li>• Collaboration?</li> <li>• Coping strategies and self-reflection?</li> </ul>	<p><u>Process: How do we engage students?</u></p>	<p><u>Differentiation/ Adaptation for Individuals: use student names.</u></p>	<p><u>Check one co teaching model</u></p> <p>Parallel</p> <p>Teaching</p> <p>Station</p> <p>Teaching</p> <p>Alternative Teaching</p> <p>Team Teaching</p> <p>One Teach/ One Support</p>
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<p><i>Representation:</i></p> <ul style="list-style-type: none"> <li>• Seeing, hearing, and display?</li> <li>• Multiple media? (low and high tech)</li> <li>• Access content, vocabulary, symbols?</li> <li>• Background knowledge, patterns?</li> </ul>	<p><u>Process: How are we teaching the content?</u></p>	<p><u>Differentiation/ Adaptation Individuals Use student names.</u></p>	<p><u>Check one co teaching model</u></p> <p>Parallel</p> <p>Teaching</p> <p>Station</p> <p>Teaching</p> <p>Alternative Teaching</p> <p>Team Teaching</p> <p>One Teach/ One Support</p>
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<p><i>Action &amp; Expression:</i></p> <ul style="list-style-type: none"> <li>• Physical action?</li> <li>• Tools and different levels of support?</li> </ul> <p>Goal setting, planning, progress monitoring</p>	<p><u>How do we know that student learned the content?</u></p>	<p><u>Differentiation/ Adaptation Group and Individuals Use student names</u></p>	<p><u>Check one co teaching model</u></p> <p>Parallel</p> <p>Teaching</p> <p>Station</p> <p>Teaching</p> <p>Alternative Teaching</p> <p>Team Teaching</p> <p>One Teach/ One Support</p>
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## UDL Progression Rubric

Based on the CAST UDL Guidelines (2018)

# UDL Progression Rubric

Katie Novak & Kristan Rodriguez

Provide multiple means of  
**Engagement**



Provide options for recruiting interest (7)	Optimize individual choice and autonomy (7.1)	Offer choices in what students learn (e.g., "choose a country to study" rather than "study France"), how students learn (e.g., use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., "you can create poster or write paragraph").	Encourage students to choose from multiple options to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options if they can still meet the standard.	Empower students to make choices or suggest alternatives for what they will learn, how they will learn, and how they will express what they know in authentic ways. Free them to self-monitor and reflect on their choices with teacher facilitation and feedback but not explicit direction.
	Optimize relevance, value, and authenticity (7.2)	Offer options that highlight what your learners deem relevant, valuable, and meaningful. For example, you may conduct a student survey and then make instructional decisions based on areas of interest.	Encourage students to share what is relevant, valuable and authentic to them and encourage them to suggest teaching and assessment options that would allow them to meet a defined standard, tying in their interests, culture, and personal strengths. This may be done in a weekly exit ticket, or class discussion, for example.	Empower students to make connections between the content, their own interests, and then push them to link their understanding to authentic real-world scenarios and authentic assessments so they can design their own learning experiences with coaching from the teacher. For example, instead of assigning a lab or giving students the choice of two labs, empower them to design their own lab based on the standard and their scientific interests.
	Minimize threats and distractions (7.3)	Offer options that reduce threats and negative distractions for everyone to create a safe space in which learning can occur. For example, have choices for seating, collaborative work, and clear PBIS expectations.	Collaborate with students to define classroom norms and PBIS expectations and encourage students to help to design the classroom so there are multiple options for seating, collaboration, etc..	Empower students to self-advocate and collaborate to identify threats and distractions and then create creative solutions that will allow them to excel. Student voice drives the environment.

Provide multiple means of  
**Engagement**



Provide options for sustaining effort and persistence (8)	Heighten salience of goals and objectives (8.1)	Build in "reminders" of both goals and their value. For example, write standards on the board and/or at the top of assessments and projects.	Encourage students to collaboratively discuss goals in light of students' own passions and interests and to choose from various options to reach the goals.	When given the learning standard, have students create personal goals for how they will learn the content, express the content, and challenge themselves throughout the process.
	Vary demands and resources to optimize challenge (8.2)	Provide options for students to learn content with clear degrees of difficulty. For example, "Explore one of the following resources to learn about the Civil War..." and there may be a rigorous primary source document and a video.	Provide multiple options for students to learn content with clear degrees of difficulty which will require them to reflect on the standard and their own strategy for learning. For example, "Choose two of the following six resources to learn about the Civil War..." and there may be rigorous primary source documents, summary documents, videos, and/or a podcasts from a professor.	Empower students to select their own content and/or own assessments, based on standards, and encourage them to collaborate to add to the multiple options offered to challenge themselves and identify appropriate resources that connect to their interests and passions.
	Foster collaboration and community (8.3)	Provide opportunities for students to learn how to work effectively with others. For example, create cooperative learning groups with clear goals, roles, and responsibilities.	Develop a classroom that values collaborative groupwork. Students construct their own groups and create their own group norms, responsibilities, etc. and students often seek out and work with diverse partners.	Create a classroom culture where students work together to define goals, create strategies, provide feedback to each other and push each other with mastery-oriented feedback while building integrative thinking.
	Increase mastery-oriented feedback (8.4)	Provide feedback that guides learners toward mastery rather than a fixed notion of performance or compliance. For example, provide feedback that encourages the use of specific supports and strategies in the face of challenge.	In addition to providing emerging feedback, empower students to provide mastery-oriented feedback to each other to support specific improvement and increased effort and persistence.	Implement proficient practice and also empower students to use mastery-oriented feedback independently to self-reflect, self-direct, and pursue personal growth in areas of challenge.

Provide multiple means of  
**Engagement**



<b>Provide options for self-regulation (9)</b>	Promote expectations and beliefs that optimize motivation (9.1)	Teach students about the power of perseverance and use language and feedback that will allow all students to see themselves as capable learners.	Foster conversations with students to develop relationships and make authentic connections and use their personal passions and interests to help inspire them and push them toward success.	Create a classroom culture where students are empowered and able to support their own self-talk and support one another's positive attitudes toward learning.
	Facilitate personal coping skills and strategies (9.2)	Offer reminders, models, and tools, to assist learners in managing and directing their emotional responses. For example, use stories or simulations to demonstrate coping skills. Offer options for stress release such as alternate seating, fidget tools, mindfulness breaks, etc.	Empower students to deal with difficult challenges by allowing them to choose from multiple strategies to regulate their learning (e.g., a relaxation corner, put on headphones, take a walk).	Encourage students to self-reflect, accurately interpret their feelings, and use appropriate coping strategies and skills to foster learning for themselves and their classmates.
	Develop self-assessment and reflection (9.3)	Provide students with tools so they are reflecting on their learning through rubrics, self-assessment, etc.	Offer multiple models and scaffolds of different self-assessment techniques so students can identify and choose ones that are optimal. For example, these might include ways to collect, measure, and display data from their own behavior and academic performance for the purpose of monitoring growth.	Create a culture where students consistently reflect on the learning process and assessments so they become self-directed learners who grow over time.

Provide multiple means of  
**Representation**



<b>Provide options for perception (1)</b>	Offer ways of customizing the display of information (1.1)	Create resources and materials that address variability and meet the needs of more students (e.g., large size print, additional white space, visuals).	Create resources and materials that students can access electronically. Allow students to use their devices to interact with textual, visual and audio information so they can personalize, take notes, increase/decrease size/volume, etc.	Empower students to choose resources and materials that best meet their needs (e.g., watch a video OR explore a handout) so they can personalize their learning themselves without explicit direction from a teacher.
	Offer alternatives for auditory information (1.2)	Provide an embedded option for any information presented aurally. For example, use closed-captions when playing a video.	Provide multiple options for students to choose alternatives to learn content so they don't have to rely on auditory information (e.g., closed captions for video or the choice of reading a text).	Empower students to select auditory alternatives as well as provide them with a framework to locate additional, reputable resources to build their understanding (e.g., resources on how to determine if a website or author is credible).
	Offer alternatives for visual information (1.3)	Provide an embedded option for students so they don't have to rely on visual information. For example, reading aloud to the class while they read along.	Provide multiple options for students to choose alternatives to learn content so they don't have to rely on visual information (e.g., listen to audiobook instead of reading or choose to work with teacher for short presentation).	Empower students to select alternatives to visual information as well as provide them with a framework to locate additional, reputable resources to build their understanding (e.g., resources on how to determine if a website or author is credible).

Provide multiple means of  
**Representation**



<p><b>Provide options for language, mathematical expressions, and symbols (2)</b></p>	<p>Clarify vocabulary and symbols (2.1)</p>	<p>Translate idioms, archaic expressions, culturally exclusive phrases, and slang. For example, explicitly teach vocabulary to students using definitions, visuals, explanations, and examples.</p>	<p>In addition to emerging practice, provide students with explicit instruction in context clues so they can independently learn words unfamiliar to them.</p>	<p>Empower students to use available resources to work collaboratively to determine authentic ways to use relevant vocabulary.</p>
	<p>Clarify syntax and structure (2.2)</p>	<p>Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives). For example, highlight the transition words in an essay.</p>	<p>Provide students with resources that will allow them to clarify syntax and structure (such as dictionaries, math reference sheets, thesaurus, etc.)</p>	<p>Empower students to preview material under study, highlight areas in need of clarification, and choose appropriate resources to build knowledge and understanding.</p>
	<p>Support decoding of text, mathematical notation, and symbols (2.3)</p>	<p>Provide direct instruction, prompts, and scaffolded materials for students who struggle to comprehend information. Or provide alternatives, such as visuals, to support this understanding.</p>	<p>Provide strategies and materials (e.g., math reference sheets, context clue strategies, and so forth) that lower barriers to understand and help students figure out notations, symbols, or problems.</p>	<p>Empower students to independently utilize learned strategies to decode text, mathematical notation, and symbols.</p>
	<p>Promote understanding across languages (2.4)</p>	<p>Provide alternative presentations of material, especially for key information or vocabulary. For example, make key information in the dominant language (e.g., English) also available in the first languages of learners with limited-English proficiency. Also, use images AND words, show opposites, etc.</p>	<p>Provide students with access to tools such as apps, websites, and dictionaries to translate material under study and to collaboratively build understanding.</p>	<p>Empower students to independently utilize options to translate material under study, collaborate to build understanding using tools, apps, etc.</p>
	<p>Illustrate through multiple media (2.5)</p>	<p>Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, diagram, video, etc.)</p>	<p>Present students with multiple options and symbolic representations to make meaning and allow them to choose options to build comprehension.</p>	<p>Empower students to choose effective resources from multiple options with multiple representations so not all students are required to learn from the same resources.</p>

Provide multiple means of  
**Representation**



<b>Provide options for comprehension (3)</b>	<p>Activate or supply background knowledge (3.1)</p>	<p>Provide all students with background information on content using direct instruction with options for visuals, audio, etc.</p>	<p>Provide students with options that supply or activate relevant prior knowledge, or link to the prerequisite information elsewhere. For example, use advanced organizers (e.g., KWL methods, concept maps) and then encourage students to select resources that will allow them to build appropriate background knowledge.</p>	<p>Empower students to determine gaps in their own background knowledge and then select appropriate resources to build that knowledge in order to achieve the goals of a lesson. For example, begin with a diagnostic assessment and ask students to reflect and create a strategy for filling in gaps in learning.</p>
	<p>Highlight patterns, critical features, big ideas, and relationships (3.2)</p>	<p>Provide explicit cues or prompts to help students recognize the most important features in information. For example, teach students to use outlines, graphic organizers, highlighters, etc.</p>	<p>Provide students with options and multiple strategies to support recognition of the most important features in information. For example, allow them to use outlines, graphic organizer, highlighter, word cloud apps, and other organizing tools.</p>	<p>Empower students to self-reflect to determine the most effective strategies for highlighting critical information and independently select the strategies that allow them to support recognition of patterns, critical features, big ideas, and relationships.</p>
	<p>Guide information processing, visualization, and manipulation (3.3)</p>	<p>Provide all students with materials, strategies, and tools to support processing and visualization. Tools include manipulatives (i.e., counting cubes), glossaries, graphic organizers, and more.</p>	<p>Provide students with options of multiple materials, strategies, and tools to use to support processing and visualization, such as the option to make visual notes, use technology to locate images, and/or select and use manipulatives, etc.</p>	<p>Empower students to self-reflect and independently choose the most appropriate materials, strategies, and tools to guide information processing, visualization, and manipulation, searching for additional tools and strategies, if necessary.</p>
	<p>Maximize transfer and generalization (3.4)</p>	<p>Model explicit strategies students can use to transfer the information they have to other content areas and situations. For example, show how the knowledge could be used in another class or be used to make comparisons across content in the class (such as text to text comparisons).</p>	<p>Provide options for meaningful transfer, such as interdisciplinary projects, where students can make authentic connections and apply knowledge in meaningful ways in other content areas and in authentic situations.</p>	<p>Encourage students to apply knowledge and skills learned in class to enhance their understanding of content, design of their own authentic projects, and express their knowledge and understanding in authentic, real-world scenarios.</p>

Provide multiple means of  
**Action & Expression**



Provide options for physical action (4)	Vary the methods for response and navigation (4.1)	Provide more than one option for the methods used for response and navigation within the same assignment. For example, some students may use iPads while others write by hand.	Provide multiple options for the methods used for response and navigation within the same assignment. For example, some students may use iPads, different writing utensils, keyboards, voice recognition software, etc.	Empower students to use their own devices to respond to and interact with materials for all assignments (e.g., options to use headphones, keyboards, manipulatives, joysticks, etc.).
	Optimize access to tools and assistive technologies (4.2)	Allow some students to use assistive technologies for navigation, interaction, and composition if required by an IEP or 504.	Provide multiple options for all students to use assistive technology like iPads, voice recognition, and 1:1 devices regardless of variability.	Empower students to assess the need for and choose technologies that work for them to provide additional, personalized options to express their knowledge and skills.
Provide options for expression and communication (5)	Use multiple media for communication (5.1)	Provide more than one way to answer on assessments so students can express their understanding without barriers. Taking a traditional test may be one option, but so, too, could be an oral presentation or writing an essay.	Provide students with multiple options to express their understanding--and let them suggest some ways of being assessed, so they understand that showing what they know is the point rather than how well they perform on a particular kind of test. Students may choose to express their understanding in text, audio, video, multimedia, live presentations, and many other ways.	Let students reflect on a standard or a set of competency or proficiency-based rubrics, and then independently create authentic and innovative products that allow them to demonstrate their mastery of the standard.
	Use multiple tools for construction and composition (5.2)	Provide the choice of more than one tool or strategy to help students express their knowledge. For example, allow students to compose a response using traditional pen and paper or allow them to create a multimedia presentation on their device.	Provide multiple tools and strategies to help students express their knowledge. For example, allow students to compose a response using traditional written methods, blogging software, or multimedia tools such as ThingLink or Emaze.	When provided with a task, or when independently creating an authentic product, students are empowered to self-reflect and select tools and materials that will support their learning and challenge them to strive for rigorous options to express knowledge and skills in accessible, engaging ways using, and then building upon, the tools they were exposed to in class.
	Build fluencies with graduated levels of support for practice and performance (5.3)	Implement a scaffolding model from teacher-directed to collaborative groups to independent work, slowly releasing responsibility to students. For example, in collaborative work, assign team members specific tasks and monitor their progress before moving to independent work or move from teacher-directed instruction to Socratic seminars.	Provide options for support and scaffolding throughout the learning process and encourage students to choose resources that allow them to build their own knowledge while working in collaborative groups and working independently. In collaborative groups, for example, encourage students to self-select roles; in class discussions, have students collaborate to design the rules and structures.	Empower students to create challenges that let them productively struggle to reach rigorous goals and use supports as tools to help them to make improvements rather than making things "easier." Encourage students to provide feedback and drive teacher instruction; encourage them to define roles and expectations for group work that include routine monitoring and reflection.

Provide multiple means of  
**Action & Expression**



Provide options for executive functions (6)	Guide appropriate goal-setting (6.1)	Provide clear goals to students so it's clear what they must do to meet or exceed expectations. For example, post standards on the board and on assignments, and articulate those standards and goals throughout the lesson.	Create conditions for learners to develop goal-setting skills. For example, provide students with standards on the board and on assignments, but also provide models or examples of the process and product of goal setting so all students can develop personalized goals while working toward standards.	Encourage students to create personalized learning plans that include goals that align to identified standards as well as action plans and strategies that optimize personal strengths while addressing individualized areas of challenge.
	Support planning and strategy development (6.2)	Facilitate the process of strategic planning. For example, provide all students with checklists for tasks, due dates, and planning templates to keep students organized.	Facilitate the process of strategic planning. For example, provide students not only with organizational tools but with scaffolds they need to create personalized strategies to meet their goals.	Empower students to self-reflect, self-assess, and create personalized action plans to achieve their identified goals. For example, encourage students to reflect on how much time and resources they need to perform selected tasks and then encourage them to make personal due dates and task lists to reach their goals.
	Facilitate managing information and resources (6.3)	Provide scaffolds and supports to act as organizational aids for students. For example, provide all students with templates for note-taking.	Provide exposure to multiple scaffolds, supports, and resources that act as organization aids, such as a variety of graphic organizers or different strategies for note-taking.	Empower students to self-reflect, self-assess, and independently choose the most appropriate supports and resources that will allow them to organize information and resources so they can achieve their identified goal(s).
	Enhance capacity for monitoring progress (6.4)	Provide formative feedback tools to students so they can monitor their own progress. For example, provide students with assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples.	Provide multiple opportunities for students to receive feedback from the teacher, peers, and themselves using a variety of tools such as assessment checklists, scoring rubrics, and exemplars.	Empower students to use multiple resources, including teachers and peers, to consistently reflect on their performance, collect feedback, and revise their work to promote and highlight growth.

## Teach-Out Process: SCCOE's Educator Preparation Programs

### *Introduction*

This manual is a compilation of the memoranda of instructions, templates, guidelines, and other tools designed to ensure a systematic and successful teach-out, enabling students to complete terminated programs.

### *Guidelines for Suspended and Terminated Credential Programs*

Under the guidelines of SCCOE's accrediting agency, the Commission on Teaching Credentialing, when closing a program, "a teach-out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed." The SCCOE is committed to assisting students affected by the program terminations and is making every effort to formulate procedures that minimize the impact on students.

Course offerings will continue for at most two academic years for all the credential programs.

### *ALL CREDENTIAL PROGRAMS*

Prospective students with active applications awaiting admission decisions to an affected program:

- Immediately suspend admission of new students and advise students to seek alternative credentialing agencies.

Currently enrolled students in a terminated program:

- Will be informed formally by letter and email.
- Will meet with an advisor individually to develop a transition plan which will include
  - An academic plan that enables him/her to complete the program requirements within the teach-out period.
  - Directions as to how to download and access their student records
- Students should take a sufficient number of courses to enable them to complete all requirements within the "teach out" period.
- Students who do not make adequate progress on their academic plan for teach-out will be advised into another credential as applicable.
- Course offerings will continue for at most two academic years (teach-out period).
- Students are required to have ongoing contact with their academic/faculty advisors during this time to ensure that their academic plan is current and consistent with the projected course offerings.
- Students unable to comply with the time limits should seek an alternative program.

*Sample Template for Notifying Students in Terminated Credentials*

Dear

You are currently enrolled as a student in (state level, name of credential program and specialization, if applicable, e.g. Preliminary Education Specialist Early Childhood Special Education) credential program. We regret that it is therefore no longer feasible to continue offering this program. The Santa Clara County Office of Education (SCCOE) is, however, committed to enabling students who are already in the program the opportunity to complete the program and obtain their credential.

The program will have a teach-out period of (state number of years), ending in (state month and year in which the teach-out period will end) to enable you to complete the program requirements. You must meet all requirements to be recommended for the credential by the end of the teach-out period. It is your responsibility to complete a sufficient number of required courses each quarter or year to enable you to complete the program in the time allotted. The program faculty and advisors will also assist students with identifying comparable programs to which they may wish to transfer, in the event they cannot complete the program at SCCOE during the teach-out period.

Please work closely with your advisor and program faculty to ensure you are aware of all program requirements and the availability of required courses. You will be provided an academic plan which, if followed, will enable you to complete the degree program within the teach-out period. They will do their utmost to assist you. The SCCOE wants to ensure that the investment you made in an SCCOE education and credential bears the intended results.

Please make an appointment immediately to meet with your advisor. We are committed to serving you and helping you complete your credential program.

Sincerely,

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*Educator Preparation Programs, Director*

*Date*

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*I have received and read the above letter.*

